

1996-97 Louisiana Progress Profiles

District Composite Report

Tangipahoa Parish

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Louisiana Department of Education
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Division of Planning, Analysis, and Information Resources

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The passage of the Children First Act in 1988 ushered in a new generation of analysis and research about the overall quality and condition of education in Louisiana. As the national reform of education continues to evolve, Louisiana is steadfast in its commitment to quality education and school accountability.

Progress Profiles (*School Report Cards*, *District Composite Reports*, and the *State Report*) provide information about schools to parents and the general public, provide a basis for educational planning, and increase educational accountability at all levels. By providing policy makers, parents, and other interested citizens valuable information on the inputs, processes, and outcomes of public education, these documents also offer a valuable resource for advancing school improvement.

The Progress Profiles Program, which is administered by the Louisiana Department of Education (LDE), Office of Management and Finance, Division of Planning, Analysis and Information Resources, was founded on the premise that educational improvement is most successful when parents, school staff, and policy makers have access to accurate information on a wide range of factors believed to influence student learning. The indicators included in the *Progress Profiles* were carefully selected because they:

- have been demonstrated through school effectiveness research to be related to student learning;
- represent key features of schooling that can be influenced by parents, school staff, and policy makers, and thus are useful for school improvement purposes; and
- yield the maximum amount of accurate and essential information possible without posing undue reporting burdens at either the school or district level.

To offer the most comprehensive overview possible and serve the specific needs of varied audiences, three levels of reporting are provided.

1. *School Report Cards* are tailored to the needs of parents and the general public. For 1996-97, *Report Cards* were produced for **1,413 of 1,447** public elementary, middle/junior high, high, and combination schools statewide.
2. *District Composite Reports* are produced for all 66 Louisiana public school districts. The most detailed and comprehensive of the three levels of reporting, these reports offer local and state-level policy makers longitudinal data.
3. The *Louisiana Progress Profiles State Report* is best suited to the needs of the general reader because it provides a succinct overview of the major characteristics of Louisiana education based on *School Report Card* findings.

“Any effort to improve schools must be designed to meet the goal of creating an active, thinking curriculum in specific disciplines, and success should be judged by whether increasing numbers of students reach agreed-upon performance standards.”

—Bill Honig

Phi Delta Kappan, June 1994

Purpose of the *District Composite Report*

The purpose of the *District Composite Report* is to provide information relevant to the condition of education in Louisiana. This report provides detailed longitudinal information on various indicators as well as analysis of data where feasible. It serves as an effective tool to aid policy makers and district administrators in identifying opportunities for school improvement.

Organization of This Report

The summary tables following this introduction offer district-level information for all indicators. In addition to quick-reference tables at the front of this report, district socioeconomic and demographic data are provided to aid readers. Financial information is included to give a more complete picture of Louisiana school districts.

The remainder of the report is organized into five parts, each encompassing a series of related educational indicators.

- *Part 1. District Summary.* School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Part I therefore presents parish (as opposed to district) demographic and socioeconomic indicators ranging from household income distribution and teen pregnancy rate to district revenue, expenditures, and average teacher salaries. District summary tables of all *Profile* indicators also are provided in Part 1.
- *Part 2. School Characteristics.* The context within which students are educated and the level of educational resources available to them impact learning. Part II focuses on key educational “inputs” and resources at the school level, i.e., the size of the student body and faculty, the school’s category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.
- *Part 3. Student Participation.* For students to receive an education, they must first have the opportunity to learn; thus, the extent to which students are present and actively engaged in schooling is of vital importance (Oakes, 1989). Part 3 presents

three indicators that provide some measure of student participation: attendance, suspensions/expulsions, and dropouts.

- *Part 4. Student Achievement.* Part 4 reports two commonly cited school-level outputs: student performance on 1) criterion-referenced tests (CRTs), which measure student performance on state-prescribed curricula, and 2) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The CRT results reported on the *Report Cards* are based on student performance on Louisiana Educational Assessment Program (LEAP) tests administered at the third, fifth, and seventh grade levels and on the Graduation Exit Examination (GEE), which is administered in grades 10 and 11. The NRT results, which are also part of LEAP, reflect student performance in grades 4, 6, and 8 on the California Achievement Test (CAT/5).
- *Part 5. College Readiness.* One goal of elementary-secondary schooling is to ensure that those students seeking an advanced education are adequately prepared for college. The *School Report Cards* present two indicators of college readiness: 1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes, and 2) the percentage of high school graduates who take remedial courses as first-time college freshmen.

Each indicator presented in this report is introduced by a brief narrative, organized as follows:

- an introduction to the indicator and its significance in the study and/or promotion of student learning;
- a description of how data are organized in the accompanying table(s);
- a description of how data appear in the *School Report Cards*;
- definitions of key terms, where applicable;
- formulas/equations used to calculate statistics, where applicable; and

-
- the source(s) of the data presented.

A glossary at the end of this report provides operational definitions for key terms.

School Categorization

The mission, organizational structure, and outcomes of schooling vary depending on the level of instruction (i.e., elementary, middle, etc.) (Levine & Lezotte, 1990). In recognition of this, the Profiles Program began in 1993-94 to group schools into four reporting categories based on level of schooling: elementary, middle/junior high, high, and combination (i.e., K-12).

Category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level; these include class size, attendance, suspension, and expulsion. This homogeneous grouping of schools by level of instruction fosters probably the fairest comparisons; however, district- and state-wide comparison statistics also are provided.

Note: Category comparison statistics are provided for only those indicators that are reported at the school level. There are no category statistics for the testing and dropout indicators, which are reported by grade level and therefore have even greater comparability than those performance data that are reported by category.

All schools receiving 1996-97 School Report Cards are placed into one of four categories:

- *elementary*—any school whose grade structure falls within the range PK-8 and excludes grades 9-12.
- *middle/junior high*—any school whose grade structure falls within the range 4-9, includes grades 7 or 8, and excludes grades PK-3 and 10-12.

- *high*—any school whose grade structure falls within the range 6-12 and includes grades 10-12, or any school that contains only grade 9.
- *combination*—any school whose grade structure falls within the range PK-12 and is not described by any of the above definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, 9-12; and 4-6, 9-12.

If a school has been re-categorized due to a change in grade structure, that school's longitudinal data will appear in more than one category. For example, if Central High School had grades 9-12 from 1990-91 through 1992-93, its longitudinal data for those years would appear in the high school category. If Central High School became a K-12 school in 1993-94, its data in 1993-94 and thereafter would appear in the combination school category.

As a convenience to readers, the data tables that are organized by category are cross-referenced. In the above example, the high school category data would refer readers interested in Central High's longitudinal performance to the combination category data and vice versa.

Demographic Indicators Associated With Educational Attainment

Research has shown that demographic and socioeconomic variables affect student achievement. An analysis of the background characteristics of the student population places the school performance indicators in their broader context and helps shed light on the degree of difficulty that certain school districts or states experience in educating their particular student populations. In other words, inclusion of the demographic indicators in Part 1 provides a context for interpretation of the outcomes.

The *District Composite Report* presents the following socioeconomic and demographic information at the parish (not district), state and national levels:

- education attainment,
- labor force breakdown,
- household income distribution,
- population by race,
- single parent households,
- all persons living below the poverty level, and
- teen pregnancy rate.

The data are supplied by the U.S. Bureau of the Census and the Louisiana Department of Health and Hospitals.

District Financial Overview

There are many factors which contribute to the overall profile of a school district. Financial information is one of the vital factors which are part of that profile. Inclusion of this information in Part 1 helps the reader understand how a public school district functions, and it provides additional context for the interpretation of educational indicators.

Longitudinal Analysis: Tracking School Progress Over Time

By law, the Progress Profiles Program is required to present six years of data (the current year and the five previous years.) These longitudinal school-level data are presented in the *District Composite Report*. Each year, the *Composite Reports* are updated by adding the most current year's data and deleting the data that are more than six years old. The *School Report Cards* and *Progress Profiles State Report*, on the other hand, present only the most current year of data so that parents and policy makers who want a very concise and current snapshot of education performance need not wade through voluminous amounts of information.

Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist policy

makers in interpreting data, tables in the *District Composite Report* have been formatted as follows:

1. *Cross-sectional data* (i.e., for any given year) are presented vertically in columns. School-to-school comparisons can be made within any given year by scanning up and down columns.
2. *Longitudinal data* are presented horizontally in rows. An individual school's progress on any single variable can be charted over time by scanning left-to-right across columns.
3. Schools are listed in *sequential order*, based on school site code and school category.
4. The 1995-96 and 1996-97 data are shaded as a reminder that 1995-96 was the first year that *Progress Profiles* data were extracted from the Student Information System (SIS), establishing a new baseline year for *Profiles* reporting purposes. **Comparisons between the 1995-96 and subsequent year to previous years' data are strongly discouraged (see box on next page).**

All longitudinal tracking of individual schools should be conducted with caution. Because schools, like other organizations, are constantly evolving, a school's name and/or grade configuration may change over time. Such changes may or may not signal a major change in the character of the school.

To facilitate longitudinal tracking of individual schools, the six-digit site codes that the LDE assigns to all public schools have been included in all tables. Barring a major change in grade structure at a school, these site codes remain constant over time and therefore are much more reliable identifiers than the school name itself.

In some instances, longitudinal data on a specific indicator are not available for every site due to school openings, closings, and/or reorganizations. Occasionally, an entire indicator may be added. For example, first-time college freshmen data were added to the *Report Cards* in 1992-93. In instances such as these, the tilde symbol (~) represents "unavailable data."

Data sometimes are not strictly comparable from one year to the next due to changes in reporting periods and data sources or to revisions in indicator definitions. In these instances, the data are footnoted to alert the reader to use caution in drawing longitudinal comparisons.

1995-96 Was A New Baseline Year Comparisons With Prior Years Data Are Strongly Discouraged

Special caution is urged in comparing 1995-96 and 1996-97 performance information to data from prior years because the Progress Profiles Program underwent two major changes in 1995.

1. **All 1995-96 and 1996-97 Student Participation data (i.e., attendance, suspensions/expulsions, and dropouts), some School Characteristics data (i.e., October 1 membership), and some College Readiness data (i.e., graduates) were taken from the student-level Student Information System (SIS).** The SIS data are much more detailed and more precisely defined than the aggregated data collected in prior years. They are not comparable, however, to the school summary data reported prior to 1995-96.
2. **All Student Participation indicators and most Achievement Indicators (i.e., norm- and criterion-referenced test results) have been expanded to include both regular and special education students.** In previous years, these indicators were limited to regular education students.

As a special caution to readers, the columns of 1995-96 and 1996-97 data are shaded. Data from prior years are presented only for the convenience of readers whose information needs are more historical than comparative.

The Challenge: Accurate and Reliable Reporting

Measurement is a process involving both theoretical as well as empirical considerations. Most assuredly, research based on the inadequate measurement of indicators does not result in a greater understanding of the particular indicator (Carmines and Zeller, 1979). Though it is widely recognized that the best educational policy is made when officials have access to accurate information, the use of inaccurate or unreliable data is more dangerous than no information at all. Recognizing this, every effort has been made to ensure the reliability and validity of the data reported on the *Progress Profiles*. Toward that end, LDE and district staff examine each indicator through a meticulous data correction and verification process.

The Progress Profiles Program has grown substantially over the past six years. The LDE has executed an elaborate process for data verification and analysis to ensure that quality is an intrinsic part of each *Progress Profiles* report.

Satisfying the Need for Analysis

Though all states have some form of educational performance indicator system, the criticism is often heard that too few do anything with the data. “The missing ingredient in most education indicator systems is analysis,” notes Allen Odden. “Analysis is critical; it makes sense of the data, explores relationships among the inputs, processes, and outputs of the educational system, and makes policy recommendations for change” (Odden, 1990).

In keeping with national trends toward supplementing educational indicator systems with policy-relevant analysis, LDE staff research the relationships among various *Report Card* indicators and explore their utility as predictors of student performance. The results of some analyses are presented in shaded boxes accompanying the narrative introduction to each indicator.

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LDE research offers statistical support for what teachers and other educators have long assumed: schools that display the highest level of student achievement are schools with a high percentage of student attendance, a low percentage of students suspended, and a low percentage of student dropouts (Franklin and Crone, 1993).

Part 1. District Summary

Parish Socioeconomic And Demographic Overview	1-1
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Parish Socioeconomic And Demographic Overview

The socioeconomic and demographic composition of the parish may shed light on household situations and thus the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement. This section examines state- and national-level information for each parish socioeconomic and demographic indicator presented.

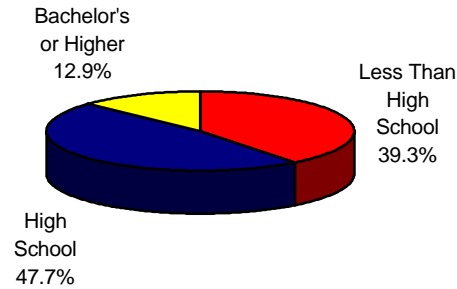
Definitions

- *Education Attainment*—is divided into three levels:
 1. Less than high school degree: includes persons of compulsory school attendance age or above who are not enrolled in school and are not high school graduates.
 2. High school degree: includes persons whose highest degree is a high school diploma or its equivalent and those who have attempted some college or have received an associate degree. Persons who completed the twelfth grade but did not receive a diploma are not included.
 3. Bachelor's degree or higher: includes those persons who have received a college, university, or professional degree.
- *Labor Force*—is divided into four categories:
 1. White collar: includes persons with executive, administrative, and managerial occupations; professional specialty occupations; technicians and related support occupations; sales occupations; and administrative support occupations, including clerical.
 2. Blue collar: includes persons with precision production, craft, and repair occupations; transportation and material moving occupations; positions held by machine operators, assemblers, and inspectors; and positions held by handlers, equipment cleaners, helpers, and laborers.
 3. Service: includes persons with private household occupations, protective service occupations, and other service occupations.
 4. Agriculture: includes persons who perform farming, forestry, and fishing industry jobs.
- *Household Income Distribution*—is divided into seven major groups. The annual income range begins with below \$15,000 and ends with \$100,000 and above.
- *Population by Race*—is divided into three major groups, white, black, and “other.” The “other” category consists of Native Americans and Asian/Pacific Islanders. It should be noted that, according to the 1990 Bureau of Census data, Hispanic origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race and are therefore included in the categories of white, black, and “other.”
- *Single Parent Household Rate*—is the number of single parent households divided by the total number of households.
- *Poverty Threshold*—is revised to allow for changes in the cost of living as reflected in the Consumer Price Index. According to the 1990 Bureau of the Census data, the average poverty threshold for a family of four persons was \$12,674.
- *Teen Pregnancy Rate*—is the total number of teenage girls under the age of 19 divided by the total number of pregnant women.

Tangipahoa Parish Socioeconomic and Demographic Overview

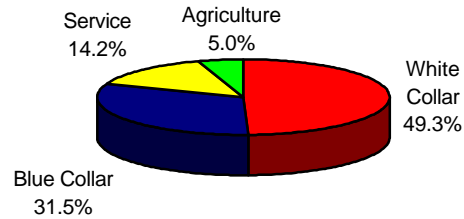
As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator data presented in this report in the proper context. These data provide a socioeconomic and demographic profile of the parish as a whole, not the public school district.

Education Attainment



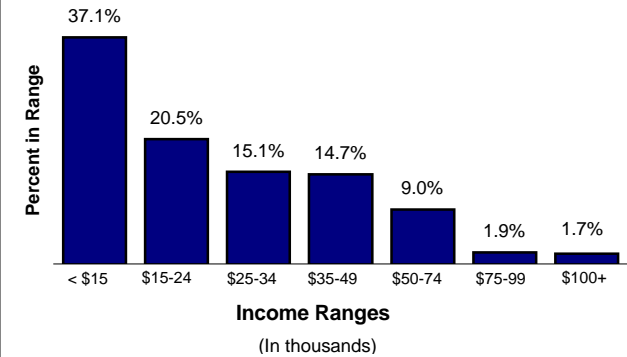
	Bachelor's or Higher	High School	Less Than High School
State	16.1%	52.2%	31.7%
Nation	20.3%	54.9%	24.8%

Labor Force



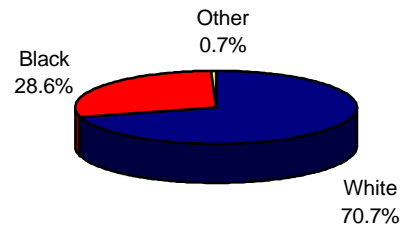
	White Collar	Blue Collar	Service	Agriculture
State	55.9%	27.4%	14.2%	2.5%
Nation	57.8%	25.6%	13.7%	2.9%

Household Income Distribution



	<\$15	\$15-24	\$25-34	\$35-49	\$50-74	\$75-99	\$100+
State	36.3%	18.8%	14.8%	14.7%	10.3%	2.7%	2.4%
Nation	24.3%	17.4%	15.2%	17.3%	15.4%	6.0%	4.4%

Population by Race



	White	Black	Other
State	67.3%	30.8%	1.9%
Nation	83.9%	12.3%	3.8%

Other Relevant Statistics

	Parish	State	Nation
Single Parent Households	20.1%	19.1%	14.8%
All Persons Living Below Poverty Level	31.5%	23.6%	13.5%
Teen Pregnancy Rate	21.8%	17.6%	12.8%

Source: US Bureau of Census, 1990

Vital Statistics, 1990-91 (Louisiana Department of Health & Hospitals)

Financial information broadens the understanding of how public school districts function and provides additional context for the interpretation of educational indicators. The two major components of the financial information are revenues and expenditures.

Definitions

- **Revenues**—are governmental funds appropriated for public education. Revenues are received from four main sources:
 1. **Local:** monies collected directly by a district through taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service, and community service.
 2. **State:** monies received from the state government through Louisiana's Minimum Foundation Program (MFP) formula, grants-in-aid, and specific programs such as the Early Childhood Program.
 3. **Federal:** monies received from the federal government through a variety of programs such as Title I, Impact Aid Fund, Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
 4. **District revenues per pupil:** total revenues divided by the adjusted October 1 funded student membership.
- **Expenditures**—are charges incurred, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:*
- 1. **Instructional Expenditures:** monies spent for classroom instruction, pupil support, and instructional staff support.

2. **Non-instructional expenditures:** monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprises, and community services.
3. **Facility Acquisition & Construction Services:** monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.
4. **District expenditures per pupil:** total expenditures minus debt service divided by the adjusted October 1 funded membership.

Additional items frequently of interest to the public are *average salary of full-time teachers* and *beginning teacher salary*. Average salary calculations include full-time classroom teachers and librarians; special education teachers, aides, guidance counselors, and part-time teachers are not included. *Beginning teacher salary* is defined as the salary paid to a new teacher with a bachelor's degree and no experience. This information is different from *average salary of full-time teachers*, which is an average of all teachers' salaries in the district.

Note: Some districts' financial data may be adjusted after the publication of this report due to audits. The financial information in this section is based on the December 1, 1997, figures provided by the Office of Management and Finance, LDE.

* Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

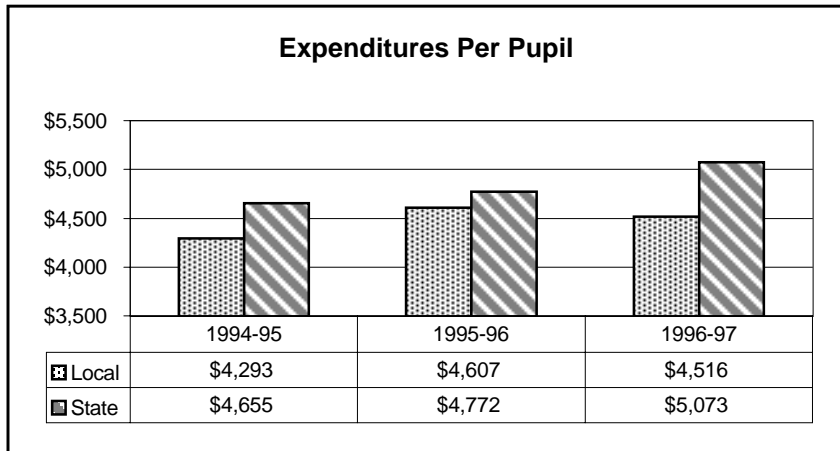
Tangipahoa Parish Financial Profile

District Revenue by Source									
Revenue Source	1994-95			1995-96			1996-97		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	\$19,633,422	25.7%	35.2%	\$22,142,697	27.7%	36.8%	\$24,025,450	27.3%	37.4%
State	\$45,691,212	59.8%	52.8%	\$46,490,288	58.1%	50.9%	\$52,789,320	60.1%	50.8%
Federal	\$11,121,096	14.5%	12.1%	\$11,443,671	14.3%	12.3%	\$11,068,937	12.6%	11.8%
Total	\$76,445,730	100.0%	100.0%	\$80,076,656	100.0%	100.0%	\$87,883,707	100.0%	100.0%

Adjusted October 1 Student Membership		
1994-95	1995-96	1996-97
17,826	17,971	18,391

Revenues Per Pupil			
	1994-95	1995-96	1996-97
Local	\$4,288	\$4,456	\$4,779
State Average	\$4,848	\$4,981	\$5,296

Teacher Salaries			
Year	Local Beginning Salary	Local Average Salary	State Average Salary
1994-95	\$18,799	\$25,620	\$26,566
1995-96	\$18,799	\$25,249	\$26,800
1996-97	\$20,679	\$27,774	\$29,025



District Expenditures by Category									
Expenditure Category	1994-95			1995-96			1996-97		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Instructional Expenditures	\$47,409,739	67.1%	68.1%	\$49,173,491	68.4%	68.0%	\$52,709,696	68.0%	68.2%
Non-Instructional Expenditures	\$23,203,691	32.9%	31.9%	\$22,678,545	31.6%	32.0%	\$24,818,663	32.0%	31.8%
Subtotal	\$70,613,430	100.0%	100.0%	\$71,852,036	100.0%	100.0%	\$77,528,359	100.0%	100.0%
Facility Acquisition & Construction Services	\$5,910,704			\$10,934,861			\$5,517,272		
Total Expenditures (excluding debt services)	\$76,524,134			\$82,786,897			\$83,045,631		

Notes:

1. District financial data may be adjusted as a result of audits conducted by the Louisiana Department of Education.
2. Percentages may not total to 100% due to rounding.
3. Revenue per pupil and operating expenditure per pupil are based on adjusted October 1 funded student membership.

District Indicator Summary Results

School Characteristics

Schools in Tangipahoa Parish

Schools in Tangipahoa Parish											
		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97				
October 1 Membership		17,379	17,541	17,569	17,872	17,866	18,063				
Number of Faculty		1,032	1,056	1,093	1,121	1,134	1,123				

Faculty with a Master's Degree or Higher

Faculty with a Master's Degree or Higher											
		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97				
<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
48.55	501	48.39	511	47.06	513	46.69	522	44.50	502	44.82	498

Class Size Characteristics for Grades K-12

Elementary Schools

Class Size Characteristics for Grades K-12	Class Size Characteristics for Grades K-12											
	1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Elementary Schools												
Class Size Range 1 - 20	~	~	~	~	19.30	127	23.66	159	14.48	106	14.35	98
Class Size Range 21 - 26	~	~	~	~	49.85	328	44.49	299	66.53	487	71.16	486
Class Size Range 27 or more	~	~	~	~	30.85	203	31.85	214	18.99	139	14.49	99
Intermediate High Schools												
Class Size Range 1 - 20	~	~	~	~	4.42	26	8.10	50	9.79	60	6.58	42
Class Size Range 21 - 26	~	~	~	~	33.16	195	34.68	214	36.05	221	35.89	229
Class Size Range 27 or more	~	~	~	~	62.41	367	57.21	353	54.16	332	57.52	367
Senior High Schools												
Class Size Range 1 - 20	~	~	~	~	29.54	304	28.37	305	22.69	231	20.44	225
Class Size Range 21 - 26	~	~	~	~	34.79	358	33.30	358	32.61	332	38.87	428
Class Size Range 27 or more	~	~	~	~	35.67	367	38.33	412	44.70	455	40.69	448
Special Education Schools												
Class Size Range 1 - 20	~	~	~	~	~	~	~	~	100.00	8	~	~
Class Size Range 21 - 26	~	~	~	~	~	~	~	~	0.00	0	~	~
Class Size Range 27 or more	~	~	~	~	~	~	~	~	0.00	0	~	~
Charter Schools												
Class Size Range 1 - 20	19.88	432	20.61	454	20.09	457	21.74	514	17.08	405	15.07	365
Class Size Range 21 - 26	44.55	968	38.77	854	38.73	881	36.84	871	43.86	1,040	47.19	1,143
Class Size Range 27 or more	35.57	773	40.63	895	41.19	937	41.41	979	39.06	926	37.74	914

All Schools

~ = Unavailable Data

District Indicator Summary Results

Student Participation

Student Attendance						
1991-92	1992-93 ¹	1993-94	1994-95	1995-96 ²	1996-97	
<i>Elementary Schools</i>	~	~	92.56	94.39	94.11	94.94
<i>Middle/Jr. High Schools</i>	~	~	92.06	92.66	93.78	93.30
<i>High Schools</i>	~	~	90.68	90.71	90.87	91.49
<i>Combination Schools</i>	~	~	~	~	100.00	~
<i>All Schools</i>	92.76	92.26	91.93	93.04	93.10	93.60

Student Dropouts													
1991-92		1992-93 ³		1993-94		1994-95		1995-96		1996-97			
<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Grade 7	1.27 19	0.00 0	0.14 2	0.73 11	4.47 76	1.34 21							
Grade 8	1.72 24	0.00 0	0.71 10	1.28 18	9.92 176	1.85 28							
Grade 9	8.18 131	1.67 30	5.65 98	7.05 126	16.52 311	13.29 295							
Grade 10	2.30 26	0.61 8	2.84 37	4.44 59	19.58 346	11.36 150							
Grade 11	2.25 20	0.89 9	3.17 34	1.93 22	16.79 225	6.70 77							
Grade 12	3.96 27	0.25 2	1.56 12	2.08 18	18.71 195	5.98 49							

Percent of Student Attendance

Student Dropouts

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

³ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Participation (Continued)

Students Suspended and Expelled		Students Suspended and Expelled											
		1991-92		1992-93		1993-94		1994-95		1995-96 ¹		1996-97	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Elementary Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.40	562
	Suspended (Out of School)	~	~	~	~	8.39	791	6.44	624	4.24	472	4.59	478
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.10	9	0.06	6	0.04	4	0.04	4
Middle/Jr. High Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	19.77	750
	Suspended (Out of School)	~	~	~	~	20.49	650	8.62	282	6.75	277	6.40	243
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.76	24	0.46	15	0.46	19	0.37	14
High Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	16.78	1,071
	Suspended (Out of School)	~	~	~	~	20.39	1,058	19.20	1,049	10.74	723	12.27	783
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.29	15	0.48	26	0.37	25	0.14	9
Combination Schools													
	Suspended (Out of School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.00	0	~	~
All Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	11.79	2,383
	Suspended (Out of School)	16.48	2,905	15.26	2,771	14.05	2,499	10.61	1,955	6.71	1,472	7.44	1,504
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.45	79	0.62	112	0.27	48	0.26	47	0.22	48	0.13	27

District Indicator Summary Results

Student Achievement

		Percent of Students Passing CRT and Number of Students Tested											
		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Criterion-referenced Test (CRT) Results - Grade 03													
	Language Arts	88	1,387	85	1,411	86	1,373	86	1,251	86	1,342	86	1,287
	Mathematics	88	1,375	86	1,410	86	1,370	87	1,245	87	1,340	88	1,287
Criterion-referenced Test (CRT) Results - Grade 05													
	Language Arts	89	1,193	89	1,259	87	1,240	87	1,299	84	1,390	84	1,317
	Mathematics	88	1,191	89	1,258	88	1,240	89	1,296	87	1,386	89	1,319
Criterion-referenced Test (CRT) Results - Grade 07													
	Language Arts	89	1,228	90	1,203	90	1,150	90	1,259	88	1,379	87	1,423
	Mathematics	87	1,222	86	1,198	82	1,149	82	1,257	78	1,375	80	1,425
Graduation Exit Exam (GEE) Results													
	Language Arts	89	889	93	1,008	91	992	90	1,015	89	1,140	85	1,039
	Mathematics	83	885	83	1,011	78	988	79	1,017	78	1,140	77	1,032
	Written Composition	82	846	93	994	90	974	97	993	96	1,110	94	1,005
	Science	83	769	87	802	92	886	86	888	83	892	85	1,000
	Social Studies	85	771	90	801	90	890	89	888	89	895	89	1,001

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement (Continued)

		Percent of Students by National Quarters and Median Percentile Rank California Achievement Test (CAT/5)					
		1991-92	1992-93 ²	1993-94	1994-95	1995-96 ¹	1996-97
Norm-referenced Test (NRT) Results - Grade 04							
	Fourth Quarter	~	18.1	20.5	20.7	20.3	27.9
	Third Quarter	~	20.6	20.4	21.3	21.8	23.2
	Second Quarter	~	29.0	28.2	28.0	27.3	24.8
	First Quarter	~	32.3	30.9	29.9	30.6	24.2
	Median Percentile Rank	~	40.6	40.8	42.9	42.2	51.5
Norm-referenced Test (NRT) Results - Grade 06							
	Fourth Quarter	~	14.1	12.7	13.5	17.2	20.1
	Third Quarter	~	19.0	18.3	23.2	20.6	23.9
	Second Quarter	~	34.2	33.3	31.3	30.4	30.5
	First Quarter	~	32.6	35.6	32.0	31.9	25.5
	Median Percentile Rank	~	37.5	35.0	39.5	39.7	45.4
Norm-referenced Test (NRT) Results - Grade 08							
	Fourth Quarter	~	~	~	~	~	20.0
	Third Quarter	~	~	~	~	~	24.3
	Second Quarter	~	~	~	~	~	27.9
	First Quarter	~	~	~	~	~	27.8
	Median Percentile Rank	~	~	~	~	~	45.3

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

² In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years data are not presented.

~ = Unavailable Data

District Indicator Summary Results

College Readiness

American College Test (ACT) Results					
1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Average Composite Score	19.0	18.9	18.5	18.9	18.7

First-time College Freshmen Performance											
1991-92	1992-93	1993-94	1994-95	1995-96	1996-97						
<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Number of High School Graduates ¹	~	712	735	776	895	726					
HS Graduates Who Were First-time College Freshmen	~	34.83	248	32.93	242	35.57	276	40.11	359	39.25	285
First-time Freshmen Enrolled in College Remedial Courses	~	47.58	118	51.24	124	48.55	134	47.35	170	46.31	132

¹ Represents graduates from the previous school year.

~ = Unavailable Data

Part 2. School Characteristics

Faculty with a Master's Degree or Higher.....	2-7
Class Size Characteristics	2-9

Table 1
Schools in Tangipahoa Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
053001	Amite Elementary School						
	Grade Structure	K-4,S	K-4,S	K-4,S	K-4	K-4,NG	K-4,NG
	October 1 Membership	833	755	726	680	676	627
	Number of Faculty	45	44	47	49	47	46
053002	Amite High School	~	~	Elementary	Elementary	Elementary	Elementary
	Grade Structure	9-12,S	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG
	October 1 Membership	544	555	562	602	668	697
	Number of Faculty	36	39	39	41	40	47
053003	Champ Cooper Elementary School	~	~	High	High	High	High
	Grade Structure	K-8,S	K-8,S	K-8,S	K-8	K-8,NG	K-8,NG
	October 1 Membership	587	566	616	630	652	631
	Number of Faculty	34	35	36	39	38	36
053004	Chesbrough Elementary School	~	~	Elementary	Elementary	Elementary	Elementary
	Grade Structure	P,K-6,S	P,K-6,S	P,K-6,S	P,K-6	K-6,NG	K-6
	October 1 Membership	308	338	333	313	324	378
	Number of Faculty	24	25	26	26	27	25
053009	Hammond High School	~	~	Elementary	Elementary	Elementary	Elementary
	Grade Structure	9-12,S	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG
	October 1 Membership	1,002	1,090	1,077	1,152	1,281	1,249
	Number of Faculty	70	66	71	73	75	75
053010	Hammond Junior High School	~	~	High	High	High	High
	Grade Structure	7-8,S	7-8,S	7-8,S	7-8	7-8,NG	7-8,NG
	October 1 Membership	567	596	595	556	586	568
	Number of Faculty	38	38	41	41	39	38
053011	Independence Elementary School	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	Grade Structure	K-4,S	K-4,S	K-4,S	K-4	K-4,NG	K-4,NG
	October 1 Membership	483	508	489	484	460	468
	Number of Faculty	28	29	34	35	38	35
	Category	~	~	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Tangipahoa Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
053012	Independence High School						
	Grade Structure	9-12,S	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG
	October 1 Membership	471	484	525	549	575	621
	Number of Faculty	38	38	37	38	40	40
053013	Independence Middle School	~	~	High	High	High	High
	Grade Structure	5-8,S	5-8,S	5-8,S	5-8	5-8,NG	5-8,NG
	October 1 Membership	315	337	318	341	352	361
	Number of Faculty	22	20	20	25	28	26
053014	Kentwood Elementary School	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	Grade Structure	P,K-6,S	P,K-6,S	P,K-6,S	P,K-6	K-6,NG	K-6,NG
	October 1 Membership	539	523	511	462	455	436
	Number of Faculty	35	34	34	33	33	32
053015	Kentwood High School	~	~	Elementary	Elementary	Elementary	Elementary
	Grade Structure	7-12,S	7-12,S	7-12,S	7-12	7-12,NG	7-12,NG
	October 1 Membership	342	370	360	388	389	395
	Number of Faculty	28	29	36	37	37	33
053016	Loranger Elementary School	~	~	High	High	High	High
	Grade Structure	K-4,S	P,K-4,S	P,K-4,S	P,K-4	K-4,NG	K-4,NG
	October 1 Membership	571	593	613	561	557	586
	Number of Faculty	33	35	39	36	37	38
053017	Loranger High School	~	~	Elementary	Elementary	Elementary	Elementary
	Grade Structure	9-12,S	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG
	October 1 Membership	343	375	348	402	453	457
	Number of Faculty	27	28	28	27	30	30
053018	Midway Elementary School	~	~	High	High	High	High
	Grade Structure	K-4,S	P,K-2,S	P,K-2,S	P,K-2	K-2	K-2
	October 1 Membership	481	480	533	508	477	504
	Number of Faculty	27	30	35	33	33	34
	Category	~	~	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Tangipahoa Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
053020	Natalbany Elementary School						
	Grade Structure	5-8,S	3-5,S	3-5,S	3-5	3-5,NG	3-5,NG
	October 1 Membership	388	443	453	469	445	481
	Number of Faculty	25	32	30	31	31	30
	Category	~	~	Elementary	Elementary	Elementary	Elementary
053021	Nesom, Lucille, Middle School						
	Grade Structure	P,K-8	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG
	October 1 Membership	464	468	429	432	417	449
	Number of Faculty	29	27	26	28	28	29
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
053022	Ponchatoula Junior High School						
	Grade Structure	7-8,S	7-8,S	7-8,S	7-8	7-8,NG	7-8,NG
	October 1 Membership	598	599	624	650	722	726
	Number of Faculty	35	36	36	41	43	42
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
053024	Ponchatoula High School						
	Grade Structure	9-12,S	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG
	October 1 Membership	1,057	1,125	1,182	1,236	1,359	1,410
	Number of Faculty	66	67	72	74	75	81
	Category	~	~	High	High	High	High
053025	Reeves, D. C. Elementary School						
	Grade Structure	3-4,S	3-4,S	3-4,S	3-4	3-4,NG	3-4,NG
	October 1 Membership	606	641	654	610	629	612
	Number of Faculty	35	35	38	36	37	37
	Category	~	~	Elementary	Elementary	Elementary	Elementary
053026	Roseland Elementary School						
	Grade Structure	P,K-4	P,K-5,S	P,K-6,S	P,K-6	K-6,NG	K-6,NG
	October 1 Membership	278	329	370	344	312	295
	Number of Faculty	20	20	24	25	26	21
	Category	~	~	Elementary	Elementary	Elementary	Elementary
053027	Southeastern LA University Lab School						
	Grade Structure	K-8	K-8	K-8	K-8	K-8	K-8
	October 1 Membership	235	223	228	228	228	228
	Number of Faculty	16	18	18	18	18	19
	Category	~	~	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Tangipahoa Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
053028	Spring Creek Elementary School						
	Grade Structure	K-6,S	K-6,S	K-6,S	K-6	K-6,NG	K-6,NG
	October 1 Membership	347	341	353	351	355	399
	Number of Faculty	24	25	26	25	23	24
	Category	~	~	Elementary	Elementary	Elementary	Elementary
053029	Sumner, Jewel M., High School						
	Grade Structure	7-12,S	7-12,S	7-12,S	7-12	7-12,NG	7-12,NG
	October 1 Membership	467	483	460	492	543	571
	Number of Faculty	34	35	35	35	35	36
	Category	~	~	High	High	High	High
053030	Tucker Memorial Elementary School						
	Grade Structure	1-2,S	1-2,S	1-2,S	1-2	1-2,NG	1-2,NG
	October 1 Membership	637	593	606	583	540	594
	Number of Faculty	33	34	37	36	34	35
	Category	~	~	Elementary	Elementary	Elementary	Elementary
053031	Vinyard, Martha, Elementary School						
	Grade Structure	5-6,S	5-6,S	5-6,S	5-6	5-6,NG	5-6,NG
	October 1 Membership	574	577	652	675	691	656
	Number of Faculty	36	36	36	39	39	40
	Category	~	~	Elementary	Elementary	Elementary	Elementary
053032	West Side Middle School						
	Grade Structure	5-8,S	5-8,S	5-8,S	5-8	5-8,NG	5-8,NG
	October 1 Membership	825	757	713	673	662	652
	Number of Faculty	45	45	42	41	41	42
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
053033	Woodland Park Early Learning Center						
	Grade Structure	P,K,S	P,K,S	P,K,S	P,K	K,NG	K,NG
	October 1 Membership	411	402	414	401	301	312
	Number of Faculty	24	27	29	29	29	28
	Category	~	~	Elementary	Elementary	Elementary	Elementary
053034	Perrin Early Learning Center						
	Grade Structure	P,K,S	P,K,S	P,K,S	P,K	K,NG	K,NG
	October 1 Membership	327	342	296	331	295	293
	Number of Faculty	18	18	20	23	24	23
	Category	~	~	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Tangipahoa Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
053036	Hammond Westside Primary School						
	Grade Structure	1-3,S	1-3,S	1-3,S	1-3	1-3,NG	1-3,NG
	October 1 Membership	575	554	533	485	513	502
	Number of Faculty	38	38	36	34	35	36
053037	Hammond Westside Upper Elementary School						
	Grade Structure	4-6,S	4-6,S	4-6,S	4-6	4-6,NG	4-6,NG
	October 1 Membership	520	500	463	490	480	497
	Number of Faculty	33	30	32	33	35	32
053038	Hammond Eastside Primary School						
	Grade Structure	1-3,S	1-3,S	1-3,S	1-3	1-3,NG	1-3
	October 1 Membership	498	475	463	419	376	351
	Number of Faculty	31	32	36	37	33	28
053039	Hammond Eastside Upper Elementary School						
	Grade Structure	4-6,S	4-6,S	4-6,S	4-6	4-6,NG	4-6,NG
	October 1 Membership	439	421	391	383	403	369
	Number of Faculty	28	29	30	27	30	28
053040	Loranger Middle School						
	Grade Structure	5-8,S	5-8,S	5-8,S	5-8	5-8,NG	5-8,NG
	October 1 Membership	516	463	509	538	524	535
	Number of Faculty	26	28	29	32	32	33
053044	Tangipahoa Parish Magnet High School						
	Grade Structure	9-12	9-12	9-12	9-12	9-12	9-12
	October 1 Membership	231	235	170	177	134	153
	Number of Faculty	30	33	37	37	31	29
District							
	October 1 Membership	17,379	17,541	17,569	17,872	17,866	18,063
	Number of Faculty	1,032	1,056	1,093	1,121	1,134	1,123

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Faculty with a Master's Degree or Higher

Perhaps the most vital educational resource available to students is the school faculty. One indicator of faculty preparation is the level of academic training the staff has completed.

Organization

Table 2, Faculty with a Master's Degree or Higher, presents the number and percent of faculty attaining a master's degree or higher. Data are presented for all faculty members in all schools in the district that receive a *Report Card*. Schools are presented in site code order. District and state totals are presented for comparison purposes.

Data Presentation: *School Report Card*

The *School Report Card* displays the percent of faculty with a master's degree or higher.

Definition

- *Faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals,

assistant principals, guidance counselors, librarians, and other instructional staff (provided these individuals teach at least one class.)

Method of Calculation

The formula used to compute the percentage of faculty who have a master's degree or higher is presented below. Itinerant staff members who are employed at multiple school sites are counted at each school in which they teach, but are counted only once in district and state percentages.

Data Sources

Site-based personnel—district-reported data from the *Annual School Report*.

Faculty degree status—district-reported data from the *Annual School Report*; LDE Teacher Certification Database.

Formula Used to Calculate Percent of Faculty with a Master's Degree or Higher

$$\begin{array}{l} \text{Percent of Faculty} \\ \text{with a Master's Degree} \\ \text{or Higher} \end{array} = \frac{\text{Number of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} \times 100$$

Table 2
Faculty with a Master's Degree or Higher

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053001	Amite Elementary School	46.67	21	50.00	22	53.19	25	63.27	31	63.83	30	63.04	29
053002	Amite High School	52.78	19	53.85	21	58.97	23	53.66	22	55.00	22	55.56	25
053003	Champ Cooper Elementary School	47.06	16	45.71	16	41.67	15	30.77	12	34.21	13	27.78	10
053004	Chesbrough Elementary School	37.50	9	36.00	9	38.46	10	42.31	11	42.31	11	41.67	10
053009	Hammond High School	62.86	44	62.12	41	55.71	39	55.56	40	49.32	36	47.95	35
053010	Hammond Junior High School	55.26	21	47.37	18	43.90	18	39.02	16	30.77	12	34.21	13
053011	Independence Elementary School	64.29	18	58.62	17	52.94	18	57.14	20	50.00	19	48.57	17
053012	Independence High School	60.53	23	68.42	26	67.57	25	57.89	22	55.00	22	52.50	21
053013	Independence Middle School	40.91	9	45.00	9	50.00	10	40.00	10	42.86	12	30.77	8
053014	Kentwood Elementary School	22.86	8	26.47	9	26.47	9	30.30	10	28.13	9	41.94	13
053015	Kentwood High School	50.00	14	48.28	14	50.00	18	54.05	20	48.65	18	48.48	16
053016	Loranger Elementary School	54.55	18	51.43	18	48.72	19	44.44	16	40.54	15	40.54	15
053017	Loranger High School	62.96	17	60.71	17	64.29	18	59.26	16	53.33	16	50.00	15
053018	Midway Elementary School	33.33	9	26.67	8	22.86	8	24.24	8	30.30	10	29.41	10
053020	Natalbany Elementary School	52.00	13	50.00	16	50.00	15	51.61	16	51.61	16	53.33	16
053021	Nesom, Lucille, Middle School	44.83	13	62.96	17	65.38	17	53.57	15	46.43	13	48.28	14
053022	Ponchatoula Junior High School	57.14	20	55.56	20	58.33	21	58.54	24	53.49	23	57.14	24
053024	Ponchatoula High School	62.12	41	62.69	42	61.43	43	55.56	40	50.68	37	54.43	43
053025	Reeves, D. C. Elementary School	31.43	11	37.14	13	39.47	15	36.11	13	43.24	16	40.54	15
053026	Roseland Elementary School	40.00	8	35.00	7	33.33	8	32.00	8	30.77	8	30.00	6
053027	Southeastern LA University Lab School	87.50	14	83.33	15	83.33	15	77.78	14	77.78	14	84.21	16
053028	Spring Creek Elementary School	50.00	12	52.00	13	48.00	12	52.00	13	56.52	13	62.50	15
053029	Sumner, Jewel M., High School	47.06	16	54.29	19	62.86	22	62.86	22	51.43	18	52.78	19
053030	Tucker Memorial Elementary School	57.58	19	52.94	18	54.05	20	52.78	19	52.94	18	45.71	16
053031	Vinyard, Martha, Elementary School	61.11	22	55.56	20	52.78	19	48.72	19	46.15	18	47.50	19
053032	West Side Middle School	60.00	27	55.56	25	54.76	23	53.66	22	43.90	18	38.10	16
053033	Woodland Park Early Learning Center	29.17	7	29.63	8	31.03	9	37.93	11	37.93	11	42.31	11
053034	Perrin Early Learning Center	44.44	8	38.89	7	25.00	5	43.48	10	37.50	9	39.13	9
053036	Hammond Westside Primary School	39.47	15	31.58	12	33.33	12	38.24	13	37.14	13	36.11	13
053037	Hammond Westside Upper Elementary School	33.33	11	36.67	11	34.38	11	36.36	12	28.57	10	31.25	10
053038	Hammond Eastside Primary School	35.48	11	28.13	9	25.00	9	29.73	11	30.30	10	32.14	9
053039	Hammond Eastside Upper Elementary School	17.86	5	24.14	7	30.00	9	29.63	8	30.00	9	35.71	10
053040	Loranger Middle School	53.85	14	50.00	14	37.93	11	40.63	13	40.63	13	36.36	12
053044	Tangipahoa Parish Magnet High School	66.67	20	69.70	23	75.68	28	64.86	24	70.97	22	75.86	22
District		48.55	501	48.39	511	47.06	513	46.69	522	44.50	502	44.82	498
State		44.12	21,824	43.62	21,927	43.57	22,111	42.53	21,844	42.20	21,854	41.55	21,556

~ = Unavailable Data

Small classes generally allow more time for pupil-teacher interaction and therefore are instrumental in promoting student learning, especially at the lower elementary grades. In recognition of that fact, the Board of Elementary and Secondary Education has set specific limits on the maximum size of classes at various grade levels (*Bulletin 741*). The maximum enrollment in grades K-3 is 26 students, while that in grades 4-12 is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

Organization

Tables 3a, 3b, 3c, and 3d (Class Size Characteristics for Elementary, Middle/Junior High, High, and Combination Schools, respectively) present the number and percentage of classes that fall within various class size ranges. Data are presented for all schools in the district that receive a *Report Card*, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

The *District Composite Report* presents class size information for grades K-12 in three ranges: 1-20, 21-26, and 27 or more students.

Data Presentation: *School Report Card*

The *1996-97 School Report Card* provides 1996-97 class size information for grades K-12 by three ranges: 1-20, 21-26, and 27+. Category percentages are provided for comparison purposes.

Definition

- *Class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for the purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

Method of Calculation

The following criterion was applied to *Annual School Report* (ASR) data to determine which classes should be included/excluded from the class size calculations:

- Activity classes (which have a maximum allowable student count greater than 33) are excluded because their inclusion in the computation would skew the results.

Formulas Used to Calculate Percent of Classes in Each of the Specific Class Size Ranges

$$\frac{\text{Percent of Classes in Specific Class Size Range}}{\text{Percent of Classes in Specific Class Size Range}} = \frac{\text{Number of Classes in Specific Class Size Range}}{\text{Total Number of Classes}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Classes in Elementary Schools in Specific Class Size Range = (Number of Classes in Elementary Schools in Specific Class Size Range / Total Number of Classes in Elementary Schools) X 100.

Data Source

District-reported data from the *Annual School Report* (ASR).

References

Franklin, B.J. and Glascock, C.H. (1994, November). School configuration: Which configuration is best? Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, Tenn.

Louisiana Department of Education, *Louisiana Handbook for School Administrators* (Bulletin 741), Baton Rouge, La.

LDE researchers have explored the relationship between school configuration and Report Card indicators related to student participation and testing. Middle school students perform significantly lower in grades 6 and 7 for all indicators than grades 6 and 7 students in elementary or combination (K-12) schools (Franklin and Glascock, 1994).

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053001	Amite Elementary School												
	Class Size Range 1 - 20	18.18	6	43.33	13	25.00	8	45.71	16	12.12	4	16.67	5
	Class Size Range 21 - 26	81.82	27	56.67	17	75.00	24	54.29	19	78.79	26	76.67	23
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	9.09	3	6.67	2
053003	Champ Cooper Elementary School												
	Class Size Range 1 - 20	0.00	0	7.27	4	14.81	8	15.94	11	12.86	9	29.41	20
	Class Size Range 21 - 26	76.47	39	67.27	37	48.15	26	76.81	53	68.57	48	61.76	42
	Class Size Range 27 or more	23.53	12	25.45	14	37.04	20	7.25	5	18.57	13	8.82	6
053004	Chesbrough Elementary School												
	Class Size Range 1 - 20	21.43	3	35.71	5	43.75	7	56.25	9	59.09	13	16.67	3
	Class Size Range 21 - 26	78.57	11	42.86	6	37.50	6	31.25	5	40.91	9	66.67	12
	Class Size Range 27 or more	0.00	0	21.43	3	18.75	3	12.50	2	0.00	0	16.67	3
053011	Independence Elementary School												
	Class Size Range 1 - 20	5.26	1	5.26	1	37.50	9	57.14	12	59.09	13	5.00	1
	Class Size Range 21 - 26	94.74	18	78.95	15	50.00	12	28.57	6	40.91	9	95.00	19
	Class Size Range 27 or more	0.00	0	15.79	3	12.50	3	14.29	3	0.00	0	0.00	0
053014	Kentwood Elementary School												
	Class Size Range 1 - 20	30.43	7	36.36	8	34.78	8	42.86	9	21.05	4	42.11	8
	Class Size Range 21 - 26	60.87	14	63.64	14	60.87	14	57.14	12	68.42	13	57.89	11
	Class Size Range 27 or more	8.70	2	0.00	0	4.35	1	0.00	0	10.53	2	0.00	0
053016	Loranger Elementary School												
	Class Size Range 1 - 20	24.00	6	0.00	0	8.00	2	29.17	7	16.67	4	7.69	2
	Class Size Range 21 - 26	60.00	15	100.00	24	72.00	18	50.00	12	70.83	17	92.31	24
	Class Size Range 27 or more	16.00	4	0.00	0	20.00	5	20.83	5	12.50	3	0.00	0
053018	Midway Elementary School												
	Class Size Range 1 - 20	26.32	5	35.00	7	37.50	9	33.33	7	15.00	3	13.64	3
	Class Size Range 21 - 26	68.42	13	65.00	13	62.50	15	66.67	14	85.00	17	86.36	19
	Class Size Range 27 or more	5.26	1	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
053020	Natalbany Elementary School												
	Class Size Range 1 - 20	0.00	0	20.00	5	4.35	1	8.33	2	4.00	1	25.00	8
	Class Size Range 21 - 26	56.18	50	56.00	14	69.57	16	66.67	16	96.00	24	43.75	14
	Class Size Range 27 or more	43.82	39	24.00	6	26.09	6	25.00	6	0.00	0	31.25	10
053025	Reeves, D. C. Elementary School												
	Class Size Range 1 - 20	10.00	3	0.00	0	15.63	5	33.33	10	0.00	0	35.29	12
	Class Size Range 21 - 26	63.33	19	44.83	13	68.75	22	56.67	17	100.00	26	44.12	15
	Class Size Range 27 or more	26.67	8	55.17	16	15.63	5	10.00	3	0.00	0	20.59	7

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053026	Roseland Elementary School												
	Class Size Range 1 - 20	33.33	4	23.08	3	41.18	7	52.38	11	23.53	4	25.00	3
	Class Size Range 21 - 26	66.67	8	69.23	9	58.82	10	47.62	10	76.47	13	75.00	9
	Class Size Range 27 or more	0.00	0	7.69	1	0.00	0	0.00	0	0.00	0	0.00	0
053027	Southeastern LA University Lab School												
	Class Size Range 1 - 20	0.00	0	5.88	1	0.00	0	0.00	0	0.00	0	0.00	0
	Class Size Range 21 - 26	23.53	4	64.71	11	35.29	6	28.57	6	37.04	10	41.38	12
	Class Size Range 27 or more	76.47	13	29.41	5	64.71	11	71.43	15	62.96	17	58.62	17
053028	Spring Creek Elementary School												
	Class Size Range 1 - 20	43.18	19	63.83	30	32.61	15	39.13	18	6.67	3	10.87	5
	Class Size Range 21 - 26	36.36	16	23.40	11	41.30	19	8.70	4	64.44	29	63.04	29
	Class Size Range 27 or more	20.45	9	12.77	6	26.09	12	52.17	24	28.89	13	26.09	12
053030	Tucker Memorial Elementary School												
	Class Size Range 1 - 20	23.33	7	0.00	0	10.53	4	11.11	3	34.29	12	19.35	6
	Class Size Range 21 - 26	73.33	22	100.00	26	89.47	34	88.89	24	65.71	23	80.65	25
	Class Size Range 27 or more	3.33	1	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
053031	Vinyard, Martha, Elementary School												
	Class Size Range 1 - 20	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	2.07	3
	Class Size Range 21 - 26	61.42	78	83.64	92	0.00	0	26.17	39	45.57	72	74.48	108
	Class Size Range 27 or more	38.58	49	16.36	18	100.00	122	73.83	110	54.43	86	23.45	34
053033	Woodland Park Early Learning Center												
	Class Size Range 1 - 20	6.67	1	100.00	19	100.00	20	100.00	16	93.33	14	0.00	0
	Class Size Range 21 - 26	93.33	14	0.00	0	0.00	0	0.00	0	6.67	1	100.00	13
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
053034	Perrin Early Learning Center												
	Class Size Range 1 - 20	0.00	0	0.00	0	46.67	7	0.00	0	0.00	0	0.00	0
	Class Size Range 21 - 26	100.00	12	100.00	14	53.33	8	100.00	14	100.00	15	100.00	16
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
053036	Hammond Westside Primary School												
	Class Size Range 1 - 20	11.54	3	19.23	5	7.41	2	40.00	10	19.23	5	25.93	7
	Class Size Range 21 - 26	88.46	23	80.77	21	92.59	25	60.00	15	80.77	21	74.07	20
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
053037	Hammond Westside Upper Elementary School												
	Class Size Range 1 - 20	0.00	0	27.27	6	0.00	0	0.00	0	6.90	2	0.00	0
	Class Size Range 21 - 26	60.87	14	0.00	0	18.75	3	25.93	7	86.21	25	61.90	13
	Class Size Range 27 or more	39.13	9	72.73	16	81.25	13	74.07	20	6.90	2	38.10	8

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053038	Hammond Eastside Primary School												
	Class Size Range 1 - 20	13.64	3	42.86	9	66.67	14	80.95	17	33.33	6	42.86	6
	Class Size Range 21 - 26	86.36	19	57.14	12	33.33	7	19.05	4	66.67	12	57.14	8
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
053039	Hammond Eastside Upper Elementary School												
	Class Size Range 1 - 20	34.78	8	9.09	7	1.52	1	2.27	1	10.47	9	10.00	6
	Class Size Range 21 - 26	34.78	8	81.82	63	95.45	63	50.00	22	89.53	77	90.00	54
	Class Size Range 27 or more	30.43	7	9.09	7	3.03	2	47.73	21	0.00	0	0.00	0
District (Elementary Schools)													
	Class Size Range 1 - 20	~	~	~	~	19.30	127	23.66	159	14.48	106	14.35	98
	Class Size Range 21 - 26	~	~	~	~	49.85	328	44.49	299	66.53	487	71.16	486
	Class Size Range 27 or more	~	~	~	~	30.85	203	31.85	214	18.99	139	14.49	99
District (All Schools)													
	Class Size Range 1 - 20	19.88	432	20.61	454	20.09	457	21.74	514	17.08	405	15.07	365
	Class Size Range 21 - 26	44.55	968	38.77	854	38.73	881	36.84	871	43.86	1,040	47.19	1,143
	Class Size Range 27 or more	35.57	773	40.63	895	41.19	937	41.41	979	39.06	926	37.74	914
State (Elementary Schools)													
	Class Size Range 1 - 20	~	~	~	~	29.86	9,170	30.32	9,287	32.15	9,840	31.58	9,687
	Class Size Range 21 - 26	~	~	~	~	51.31	15,758	50.85	15,577	50.68	15,510	53.06	16,277
	Class Size Range 27 or more	~	~	~	~	18.83	5,783	18.83	5,768	17.17	5,255	15.37	4,714
State (All Schools)													
	Class Size Range 1 - 20	29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
	Class Size Range 21 - 26	40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
	Class Size Range 27 or more	30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Table 3b: Class Size Characteristics
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053010	Hammond Junior High School												
	Class Size Range 1 - 20	7.62	8	15.24	16	14.75	18	19.40	26	12.80	16	10.83	13
	Class Size Range 21 - 26	47.62	50	28.57	30	43.44	53	50.75	68	48.00	60	55.00	66
	Class Size Range 27 or more	44.76	47	56.19	59	41.80	51	29.85	40	39.20	49	34.17	41
053013	Independence Middle School												
	Class Size Range 1 - 20	16.67	8	0.00	0	3.45	2	4.35	3	14.63	6	2.50	1
	Class Size Range 21 - 26	39.58	19	21.05	12	62.07	36	59.42	41	48.78	20	20.00	8
	Class Size Range 27 or more	43.75	21	78.95	45	34.48	20	36.23	25	36.59	15	77.50	31
053021	Nesom, Lucille, Middle School												
	Class Size Range 1 - 20	7.69	4	0.00	0	1.10	1	11.36	10	33.00	33	18.18	18
	Class Size Range 21 - 26	73.08	38	20.83	20	56.04	51	37.50	33	39.00	39	30.30	30
	Class Size Range 27 or more	19.23	10	79.17	76	42.86	39	51.14	45	28.00	28	51.52	51
053022	Ponchatoula Junior High School												
	Class Size Range 1 - 20	3.13	3	7.69	8	0.00	0	9.35	10	3.45	4	3.95	6
	Class Size Range 21 - 26	17.71	17	17.31	18	22.02	24	17.76	19	11.21	13	30.92	47
	Class Size Range 27 or more	79.17	76	75.00	78	77.98	85	72.90	78	85.34	99	65.13	99
053032	West Side Middle School												
	Class Size Range 1 - 20	3.76	5	3.88	5	4.07	5	0.00	0	0.00	0	1.80	2
	Class Size Range 21 - 26	0.00	0	7.75	10	20.33	25	29.82	34	18.26	21	36.94	41
	Class Size Range 27 or more	96.24	128	88.37	114	75.61	93	70.18	80	81.74	94	61.26	68
053040	Loranger Middle School												
	Class Size Range 1 - 20	0.00	0	0.00	0	0.00	0	0.95	1	0.86	1	1.72	2
	Class Size Range 21 - 26	37.50	30	36.25	29	7.06	6	18.10	19	58.62	68	31.90	37
	Class Size Range 27 or more	62.50	50	63.75	51	92.94	79	80.95	85	40.52	47	66.38	77

~ = Unavailable Data

Table 3b: Class Size Characteristics
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	~	~	~	~	4.42	26	8.10	50	9.79	60	6.58	42
	Class Size Range 21 - 26	~	~	~	~	33.16	195	34.68	214	36.05	221	35.89	229
	Class Size Range 27 or more	~	~	~	~	62.41	367	57.21	353	54.16	332	57.52	367
District (All Schools)													
	Class Size Range 1 - 20	19.88	432	20.61	454	20.09	457	21.74	514	17.08	405	15.07	365
	Class Size Range 21 - 26	44.55	968	38.77	854	38.73	881	36.84	871	43.86	1,040	47.19	1,143
	Class Size Range 27 or more	35.57	773	40.63	895	41.19	937	41.41	979	39.06	926	37.74	914
State (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	~	~	~	~	21.06	6,253	23.16	6,785	23.22	6,682	24.50	7,050
	Class Size Range 21 - 26	~	~	~	~	38.07	11,300	39.15	11,471	40.39	11,625	40.85	11,756
	Class Size Range 27 or more	~	~	~	~	40.87	12,133	37.69	11,045	36.40	10,476	34.66	9,975
State (All Schools)													
	Class Size Range 1 - 20	29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
	Class Size Range 21 - 26	40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
	Class Size Range 27 or more	30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053002	Amite High School												
	Class Size Range 1 - 20	35.09	40	27.97	33	27.19	31	20.69	24	9.91	11	13.29	21
	Class Size Range 21 - 26	27.19	31	27.12	32	31.58	36	26.72	31	40.54	45	37.97	60
	Class Size Range 27 or more	37.72	43	44.92	53	41.23	47	52.59	61	49.55	55	48.73	77
053009	Hammond High School												
	Class Size Range 1 - 20	23.08	54	18.22	39	14.60	33	22.86	56	7.79	18	8.44	20
	Class Size Range 21 - 26	47.01	110	31.78	68	30.09	68	40.00	98	38.96	90	52.74	125
	Class Size Range 27 or more	29.91	70	50.00	107	55.31	125	37.14	91	53.25	123	38.82	92
053012	Independence High School												
	Class Size Range 1 - 20	41.03	48	38.32	41	20.19	21	21.50	23	22.94	25	15.89	17
	Class Size Range 21 - 26	36.75	43	37.38	40	41.35	43	37.38	40	33.94	37	30.84	33
	Class Size Range 27 or more	22.22	26	24.30	26	38.46	40	41.12	44	43.12	47	53.27	57
053015	Kentwood High School												
	Class Size Range 1 - 20	31.58	24	43.18	38	49.45	45	43.68	38	57.14	52	59.14	55
	Class Size Range 21 - 26	46.05	35	34.09	30	46.15	42	55.17	48	38.46	35	38.71	36
	Class Size Range 27 or more	22.37	17	22.73	20	4.40	4	1.15	1	4.40	4	2.15	2
053017	Loranger High School												
	Class Size Range 1 - 20	27.85	22	40.70	35	29.27	24	19.28	16	20.00	17	20.69	18
	Class Size Range 21 - 26	30.38	24	31.40	27	28.05	23	32.53	27	24.71	21	27.59	24
	Class Size Range 27 or more	41.77	33	27.91	24	42.68	35	48.19	40	55.29	47	51.72	45
053024	Ponchatoula High School												
	Class Size Range 1 - 20	22.37	51	12.02	28	18.43	47	17.74	47	13.22	32	10.11	27
	Class Size Range 21 - 26	42.98	98	42.06	98	49.02	125	29.06	77	37.19	90	41.57	111
	Class Size Range 27 or more	34.65	79	45.92	107	32.55	83	53.21	141	49.59	120	48.31	129
053029	Sumner, Jewel M., High School												
	Class Size Range 1 - 20	35.85	38	40.18	45	48.57	51	31.07	32	30.48	32	23.42	26
	Class Size Range 21 - 26	46.23	49	24.11	27	20.00	21	35.92	37	13.33	14	35.14	39
	Class Size Range 27 or more	17.92	19	35.71	40	31.43	33	33.01	34	56.19	59	41.44	46
053044	Tangipahoa Parish Magnet High School												
	Class Size Range 1 - 20	100.00	51	97.73	43	100.00	52	100.00	57	100.00	44	100.00	41
	Class Size Range 21 - 26	0.00	0	2.27	1	0.00	0	0.00	0	0.00	0	0.00	0
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (High Schools)													
Class Size Range 1 - 20		~	~	~	~	29.54	304	28.37	305	22.69	231	20.44	225
Class Size Range 21 - 26		~	~	~	~	34.79	358	33.30	358	32.61	332	38.87	428
Class Size Range 27 or more		~	~	~	~	35.67	367	38.33	412	44.70	455	40.69	448
District (All Schools)													
Class Size Range 1 - 20		19.88	432	20.61	454	20.09	457	21.74	514	17.08	405	15.07	365
Class Size Range 21 - 26		44.55	968	38.77	854	38.73	881	36.84	871	43.86	1,040	47.19	1,143
Class Size Range 27 or more		35.57	773	40.63	895	41.19	937	41.41	979	39.06	926	37.74	914
State (High Schools)													
Class Size Range 1 - 20		~	~	~	~	32.15	14,261	32.55	14,610	33.61	15,285	33.77	15,900
Class Size Range 21 - 26		~	~	~	~	33.40	14,813	34.49	15,478	33.61	15,285	33.15	15,607
Class Size Range 27 or more		~	~	~	~	34.45	15,277	32.96	14,792	32.79	14,911	33.08	15,576
State (All Schools)													
Class Size Range 1 - 20		29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
Class Size Range 21 - 26		40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
Class Size Range 27 or more		30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Part 3. Student Participation

Student Attendance	3-1
Student Dropouts	3-7
Students Suspended and Expelled	3-13

More than a decade ago, American schools were challenged by *A Nation at Risk* to do whatever necessary to reduce the amount of instructional time lost to absenteeism (Bennett, 1988). As educators have long recognized, occasional absences cause some learning disruption, but frequent student absences can severely reduce academic progress (Bamber, 1979).

The percent of student attendance reflects the percentage of time the average student is present within the total number of instructional days. Since 1993-94, attendance has been calculated to the nearest half day.

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 4a, 4b, 4c, and 4d, Student Attendance, present the percent of student attendance for each school in the district receiving a *Report Card*. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order. Since 1993-94, district and state percentages based on school category have been provided for comparison purposes.

Data Presentation: *School Report Card*

The *1996-97 School Report Card* presents the percent of student attendance for the school, district, and state, based on the school category.

Of all the School Report Card indicators studied, student attendance yields the strongest positive relationship with average test scores. This is especially evident in secondary schools with higher attendance. These schools show a marked increase in the percentage of students passing the Graduation Exit Exam (Franklin and Crone, 1993).

Definitions

- *Aggregate days attendance*—the total number of days that students are *present* at the school site over the course of the school year.
- *Aggregate days membership*—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.
- *Day of attendance*—effective with the 1992-93 school year, “a student is considered to be in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.”

“Students who meet the above criteria and are present at the school site for 26-50 percent of the student’s instructional day shall be credited with a half day of attendance. Those who meet the above criteria and are present for at least 51% of the student’s instructional day are credited with a whole day of attendance. Students who are not physically present or who are participating for 25 percent or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (*Bulletin 741*)

As mentioned previously, the above definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.

- *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

Method of Calculation

The formulas used in calculating percent of student attendance are presented at the bottom of this page.

Data Sources

The attendance indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Bamber, C. (1979). Student and teacher absenteeism. *Phi Delta Kappa Fastback*. 126, 12.
- Bennett, W. J. (1988). *American Education - Making It Work*. 17. Washington, DC: U.S. Government Printing Office.
- Franklin, B. J. and Crone, L. J. (1993). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Louisiana Department of Education. *Handbook for Louisiana School Administrators (Bulletin 741)*. Baton Rouge, La.: Author.
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Formulas Used to Calculate Percent of Student Attendance

School-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Aggregate Days of Attendance}}{\text{Aggregate Days of Membership}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the District}}{\text{Total Aggregate Days of Membership for All Schools in the District}} \times 100^*$$

State-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the State}}{\text{Total Aggregate Days of Membership for All Schools in the State}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Student Attendance in Elementary Schools = (Aggregate Days of Attendance for All Elementary Schools / Aggregate Days of Membership for All Elementary Schools) X 100.

Table 4a: Percent of Student Attendance
Elementary Schools

	1991-92	1992-93¹	1993-94	1994-95	1995-96²	1996-97
053001 Amite Elementary School	94.17	94.42	94.54	94.56	94.66	94.89
053003 Champ Cooper Elementary School	94.14	93.95	94.29	94.21	93.62	93.49
053004 Chesbrough Elementary School	93.21	94.82	94.86	94.74	93.80	94.95
053011 Independence Elementary School	93.88	92.98	93.94	94.01	93.67	99.12
053014 Kentwood Elementary School	93.80	93.45	93.64	93.48	93.74	93.86
053016 Loranger Elementary School	94.64	93.69	94.53	94.06	94.07	93.98
053018 Midway Elementary School	93.93	92.69	92.74	94.08	92.00	94.39
053020 Natalbany Elementary School	90.38	93.86	94.52	93.92	93.70	94.25
053025 Reeves, D. C. Elementary School	95.13	94.01	95.12	95.04	93.77	95.52
053026 Roseland Elementary School	94.66	94.41	94.59	94.61	95.43	96.67
053027 Southeastern LA University Lab School	96.85	96.93	97.06	97.03	96.67	97.04
053028 Spring Creek Elementary School	95.23	95.38	94.42	95.25	95.36	95.16
053030 Tucker Memorial Elementary School	95.23	95.06	95.20	94.62	93.86	94.93
053031 Vinyard, Martha, Elementary School	93.85	94.20	77.37	94.04	95.04	95.49
053033 Woodland Park Early Learning Center	93.22	91.49	91.34	95.56	92.79	96.49
053034 Perrin Early Learning Center	91.14	90.78	92.06	91.91	91.60	93.49
053036 Hammond Westside Primary School	94.30	93.81	94.43	95.26	93.81	94.58
053037 Hammond Westside Upper Elementary School	92.19	91.79	92.14	94.24	97.55	94.53
053038 Hammond Eastside Primary School	93.86	94.08	94.15	94.88	93.42	93.65
053039 Hammond Eastside Upper Elementary School	92.06	93.47	84.71	93.11	93.65	93.89
District (Elementary Schools)	~	~	92.56	94.39	94.11	94.94
District (All Schools)	92.76	92.26	91.93	93.04	93.10	93.60
State (Elementary Schools)	~	~	95.01	95.21	95.01	95.20
State (All Schools)	~	~	93.55	93.64	93.36	93.70

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4b: Percent of Student Attendance
Middle/Jr. High Schools

	1991-92	1992-93¹	1993-94	1994-95	1995-96²	1996-97
053010 Hammond Junior High School	88.18	85.96	88.41	91.47	94.11	93.78
053013 Independence Middle School	90.53	92.00	91.99	94.58	99.05	94.20
053021 Nesom, Lucille, Middle School	94.11	90.30	93.01	91.13	91.54	91.25
053022 Ponchatoula Junior High School	92.24	92.96	91.69	92.39	92.76	93.26
053032 West Side Middle School	91.07	91.60	92.27	92.62	92.48	93.25
053040 Loranger Middle School	94.44	93.91	94.81	94.22	94.82	94.02
District (Middle/Jr. High Schools)	~	~	92.06	92.66	93.78	93.30
District (All Schools)	92.76	92.26	91.93	93.04	93.10	93.60
State (Middle/Jr. High Schools)	~	~	92.84	92.72	92.56	93.14
State (All Schools)	~	~	93.55	93.64	93.36	93.70

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4c: Percent of Student Attendance
High Schools

	1991-92	1992-93¹	1993-94	1994-95	1995-96²	1996-97
053002 Amite High School	89.93	91.38	91.50	92.92	90.76	91.46
053009 Hammond High School	91.61	90.73	90.95	91.65	91.95	92.08
053012 Independence High School	89.48	89.03	90.36	86.25	87.65	88.01
053015 Kentwood High School	91.99	91.08	98.89	92.13	87.32	90.94
053017 Loranger High School	91.41	89.94	90.52	90.81	89.63	89.40
053024 Ponchatoula High School	91.91	91.16	91.96	91.33	91.37	91.86
053029 Sumner, Jewel M., High School	92.20	91.83	92.44	91.86	91.49	92.21
053044 Tangipahoa Parish Magnet High School	88.60	78.36	60.14	80.51	100.00	100.00
District (High Schools)	~	~	90.68	90.71	90.87	91.49
District (All Schools)	92.76	92.26	91.93	93.04	93.10	93.60
State (High Schools)	~	~	90.97	91.02	90.62	91.06
State (All Schools)	~	~	93.55	93.64	93.36	93.70

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students who drop out of school deprive our country of potentially valuable human resources (Hershaff, 1980). Research indicates that dropping out of school has negative consequences both for the individual who drops out and for society (Curry, Payson, and Sandhu, 1990).

Over the last 20 years, there has been a general increase in high school completion rates. Despite these gains, dropout rates remain at unacceptably high levels. The monitoring of high school dropout rates provides one measure of our progress in increasing the educational attainment of the state's youth. Unfortunately, determining the exact number of students who actually drop out of school is extremely difficult.

According to LDE research, the percent of student dropouts has a strong negative correlation with test scores and attendance, and a positive correlation with school size. Thus, schools with low average test scores and low average attendance generally experience high dropout rates. Larger schools (those with enrollments of roughly 700 or more students) exhibit higher dropout rates than do smaller schools (Franklin and Crone, 1993).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Table 5, Student Dropouts, presents the number and percent of students (by grade level) who drop out of school for grades 7-12. Data are presented by school site code for all *Report Card* schools in the district whose grade structure includes grade seven or higher. District and state numbers and percents are offered for comparison purposes.

Data Presentation: *School Report Card*

School-level counts and percents are reported (by grade) for grades 7-12. Also, district and state percents are presented.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *Dropout*—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. A school completer is an individual who has graduated from high school or completed a state- or district-approved education program.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

Method of Calculation

Louisiana's school- and district-level student dropout percents are calculated by dividing the total number of student dropouts in each grade for grades 7-12 by the cumulative enrollment for that grade.

To conform with the federal Common Core of Data (CCD) reporting, the state dropout rate is calculated by dividing the total number of dropouts by the state membership as of October 1, 1996. The formulas used to produce percent of student dropouts are presented on the following page.

Data Sources

The dropout indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Curry, B. A., Payson, James and Sandhu, Daya S. (1990). Efficacy of a university designed dropout prevention program for at-risk adolescents of Louisiana. *Louisiana Education Research Journal*. XVI:1, 52.
- Franklin, B. J. and Crone, L. J. (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Hershaff, S. M. (1980). Dropouts: A comparison of their general feelings of alienation and attitudes toward school with those of persisters. *The Southern Journal of Educational Research*. XIV:4, 247.
- National Center for Education Statistics (1993). *Dropout rates in the United States: 1993*. U.S. Department of Education, Office of Educational Research and Improvement. Government Printing Office: Washington, DC.

Formulas Used to Calculate Percent of Student Dropouts (Grades 7-12)

School-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Number of Student Dropouts (By Grade Level)}}{\text{Cumulative Enrollment (By Grade Level)}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the District}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the District}} \times 100$$

State-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the State}}{\text{October 1 Membership (By Grade Level) For All Schools in the State}} \times 100$$

Table 5: Student Dropouts

		1991-92		1992-93¹		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053002	Amite High School												
	Grade 9	7.56	17	1.35	3	6.61	15	4.42	13	10.85	28	10.33	28
	Grade 10	2.33	4	0.51	1	4.02	7	1.64	3	10.26	20	9.09	17
	Grade 11	0.76	1	1.33	2	4.94	8	0.62	1	8.05	12	6.67	11
	Grade 12	7.21	8	0.00	0	1.65	2	0.75	1	10.09	11	6.42	7
053003	Champ Cooper Elementary School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	1.06	1
	Grade 8	0.00	0	0.00	0	0.00	0	1.28	1	3.57	3	3.66	3
053009	Hammond High School												
	Grade 9	8.35	42	0.33	2	4.01	24	7.17	39	12.76	68	8.89	53
	Grade 10	2.44	7	0.66	2	1.95	7	2.25	8	18.87	87	9.37	31
	Grade 11	1.79	4	0.39	1	2.65	7	1.00	3	17.51	62	5.28	15
	Grade 12	3.57	6	0.51	1	1.11	2	1.52	3	18.99	45	4.47	8
053010	Hammond Junior High School												
	Grade 7	4.18	14	0.00	0	0.32	1	1.18	4	4.20	14	1.33	4
	Grade 8	0.61	2	0.00	0	2.29	7	1.97	6	7.52	24	2.38	7
053012	Independence High School												
	Grade 9	12.23	23	0.49	1	0.70	2	6.03	17	16.52	38	7.96	23
	Grade 10	0.77	1	0.67	1	1.19	2	4.25	9	25.81	56	10.91	18
	Grade 11	0.93	1	0.00	0	0.78	1	1.37	2	20.11	36	8.00	10
	Grade 12	4.49	4	0.00	0	1.77	2	3.16	3	28.10	34	8.33	9
053013	Independence Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	1.06	1	1.02	1
	Grade 8	0.00	0	0.00	0	0.00	0	0.00	0	7.55	8	0.00	0
053015	Kentwood High School												
	Grade 7	0.00	0	0.00	0	1.33	1	3.70	3	6.85	5	4.94	4
	Grade 8	0.00	0	0.00	0	2.99	2	2.70	2	2.41	2	4.62	3
	Grade 9	0.00	0	4.76	4	6.74	6	0.00	0	14.81	12	15.38	16
	Grade 10	0.00	0	1.79	1	2.00	1	5.08	3	15.07	11	8.11	6
	Grade 11	0.00	0	0.00	0	0.00	0	0.00	0	11.11	7	7.32	3
	Grade 12	0.00	0	0.00	0	0.00	0	2.38	1	11.63	5	6.67	2

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1991-92		1992-93 ¹		1993-94		1994-95		1995-96 ²		1996-97	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
053017	Loranger High School												
	Grade 9	1.38	2	0.62	1	1.55	2	2.84	4	8.92	14	12.81	26
	Grade 10	3.48	4	0.00	0	0.85	1	5.51	7	18.95	29	4.48	6
	Grade 11	1.52	1	1.04	1	5.26	5	5.66	6	13.39	17	8.33	8
	Grade 12	0.00	0	0.00	0	0.00	0	2.63	2	16.67	20	10.34	9
053020	Natalbany Elementary School												
	Grade 7	0.00	0	~	~	~	~	~	~	~	~	~	~
	Grade 8	1.12	1	~	~	~	~	~	~	~	~	~	~
053021	Nesom, Lucille, Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.73	1	7.41	14	0.60	1
	Grade 8	0.00	0	0.00	0	0.67	1	0.65	1	8.13	13	1.60	3
053022	Ponchatoula Junior High School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	4.72	21	1.30	5
	Grade 8	0.00	0	0.00	0	0.00	0	0.00	0	8.79	40	0.53	2
053024	Ponchatoula High School												
	Grade 9	0.00	0	0.00	0	0.43	2	5.79	31	14.38	66	6.61	41
	Grade 10	0.00	0	0.00	0	0.00	0	2.29	8	18.15	94	7.48	24
	Grade 11	0.00	0	0.38	1	0.31	1	0.55	2	15.36	55	4.05	14
	Grade 12	0.00	0	0.00	0	0.00	0	0.00	0	15.00	48	0.89	2
053027	Southeastern LA University Lab School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Grade 8	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	3.45	1
053029	Sumner, Jewel M., High School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	2.90	4	0.79	1
	Grade 8	1.04	1	0.00	0	0.00	0	1.00	1	5.00	6	0.83	1
	Grade 9	0.85	1	1.79	2	2.65	3	6.14	7	12.28	14	4.03	6
	Grade 10	0.00	0	0.00	0	1.30	1	7.53	7	16.98	18	5.68	5
	Grade 11	2.30	2	0.00	0	0.00	0	1.47	1	15.63	15	4.94	4
	Grade 12	2.99	2	0.00	0	2.94	2	2.86	2	22.73	15	7.35	5
053032	West Side Middle School												
	Grade 7	0.90	2	0.00	0	0.00	0	1.40	3	3.62	8	1.49	3
	Grade 8	7.45	14	0.00	0	0.00	0	3.13	7	4.50	10	1.97	4
053040	Loranger Middle School												
	Grade 7	2.13	3	0.00	0	0.00	0	0.00	0	1.28	2	0.60	1
	Grade 8	4.03	6	0.00	0	0.00	0	0.00	0	7.27	12	2.68	4

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1991-92		1992-93¹		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053044	Tangipahoa Parish Magnet High School												
	Grade 9	22.55	46	9.14	17	34.65	44	12.00	15	32.28	51	47.66	102
	Grade 10	14.49	10	2.97	3	19.15	18	14.89	14	30.43	21	45.74	43
	Grade 11	21.15	11	5.56	4	16.00	12	12.96	7	34.62	18	28.57	12
	Grade 12	14.58	7	1.47	1	8.33	4	9.38	6	34.09	15	20.00	7
District													
	Grade 7	1.27	19	0.00	0	0.14	2	0.73	11	4.47	76	1.34	21
	Grade 8	1.72	24	0.00	0	0.71	10	1.28	18	9.92	176	1.85	28
	Grade 9	8.18	131	1.67	30	5.65	98	7.05	126	16.52	311	13.29	295
	Grade 10	2.30	26	0.61	8	2.84	37	4.44	59	19.58	346	11.36	150
	Grade 11	2.25	20	0.89	9	3.17	34	1.93	22	16.79	225	6.70	77
	Grade 12	3.96	27	0.25	2	1.56	12	2.08	18	18.71	195	5.98	49
	Grades 9 - 12	~	~	~	~	~	~	~	~	17.86	1,077	10.36	571
State													
	Grade 7	1.72	1,051	~	~	1.47	904	0.78	480	4.46	2,816	4.73	2,904
	Grade 8	2.15	1,176	~	~	1.71	971	0.93	538	6.04	3,568	5.53	3,232
	Grade 9	5.57	3,390	~	~	6.48	4,018	4.63	2,898	12.90	8,966	13.51	9,245
	Grade 10	4.87	2,466	~	~	4.91	2,531	3.79	2,005	11.86	6,554	12.10	6,626
	Grade 11	4.43	1,865	~	~	4.57	1,988	3.55	1,555	10.78	4,991	10.58	4,897
	Grade 12	3.43	1,262	~	~	3.70	1,433	2.65	1,061	10.75	4,397	8.62	3,605
	Grades 9 - 12	~	~	~	~	~	~	~	~	11.75	24,908	11.53	24,373

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students Suspended and Expelled

Student suspension not only harms students by depriving them of valuable instruction, it also harms communities, the individual school, and school district (Garibaldi, 1978).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 6a, 6b, 6c, and 6d, Students Suspended and Expelled, present the number and percent of students suspended and the number and percent of students expelled for each school in the district receiving a *Report Card*. Schools are listed by category and in site code order. District percentages are presented for comparison of all schools. Since 1993-94, percentages based on the school category also have been provided for comparison purposes.

It should be pointed out that the “students suspended” number reflects the number of students at the school site who were suspended at least once during the school year. Because some students are suspended more than once over the course of the school year, the total incidence of suspension may be greater than the number reported here.

Data Presentation: *School Report Card*

The 1996-97 *School Report Card* presents the school-level number and percent of students suspended and expelled. Category statistics are provided at the district level for comparison purposes.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *In-school Expulsion*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.
- *In-school Suspension*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.
- *Out-of-school Expulsion*—removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- *Out-of-school Suspension*—student is temporarily prohibited from participating in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

Schools which report comparatively high suspension rates tend to serve more low-income students than those which report low suspension rates. Suspension rates tend to be higher among large schools. Middle schools and secondary schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1994) who found that suspension rates are significantly higher in middle schools than elementary or combination (K-12) schools.

Method of Calculation

Suspensions and expulsions are calculated for students enrolled in grades K-12. The formulas listed on the following pages were used to calculate the desired school- and district-level percentages for each school category, as well as district-level percentages for all schools.

Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Children's Defense Fund. (1975). *School Suspensions - Are They Helping Children?* Cambridge, Mass.
- Franklin, B. J., and Glascock, C. H. (1994). The K-12 school - Did we forget the importance of continuity? Paper presented at the annual meeting of the Mid-South Education Research Association. Nashville, Tenn.
- Garibaldi, A. M. (1978). *In-School Alternatives to Suspension: Conference Report*. Washington, D.C.: U.S. Government Printing Office.
- Kennedy, E. (1993). A study of out-of-school suspensions and expulsions in Louisiana public schools. Report to the Board of Elementary and Secondary Education. Baton Rouge, La.: Louisiana Department of Education.

Formulas Used to Calculate Percent of Students Suspended, Expelled

School-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Number of Students Suspended}}{\text{Cumulative Enrollment}} \times 100$$

$$\text{Percent of Students Expelled} = \frac{\text{Number of Students Expelled}}{\text{Cumulative Enrollment}} \times 100$$

District-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Total Number of Students Suspended for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

$$\text{Percent of Students Expelled} = \frac{\text{Total Number of Students Expelled for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Elementary Students Suspended = (Number of Elementary Students Suspended / Cumulative Elementary Student Enrollment) X 100.

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053001	Amite Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.42	4	0.98	9	0.00	0	0.00	0	0.34	3	0.13	1
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
053003	Champ Cooper Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	4.55	34
	Suspended (Out of School)	14.77	101	13.72	90	13.37	92	15.61	113	10.00	78	11.50	86
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.26	2	0.53	4
053004	Chesbrough Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	2.34	8	0.00	0	0.00	0	3.00	11	0.00	0	3.48	15
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
053011	Independence Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	2.05	11	9.71	53	10.03	59	5.41	30	5.25	31	3.61	21
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
053014	Kentwood Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.19	1
	Suspended (Out of School)	2.58	15	1.76	10	4.86	28	2.75	14	3.81	22	6.97	37
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
053016	Loranger Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	3.68	25
	Suspended (Out of School)	1.71	12	3.35	21	1.96	13	8.82	56	0.55	4	1.76	12
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053018	Midway Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.56	3	1.52	9	0.87	5	0.46	3	1.27	8
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
053020	Natalbany Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	31.46	157	9.57	56	12.23	68	18.38	102	9.20	55	8.92	52
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	2.81	14	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
053025	Reeves, D. C. Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	9.14	65
	Suspended (Out of School)	12.90	89	12.26	89	10.07	73	3.00	20	1.84	14	3.66	26
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
053026	Roseland Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	1.62	5	2.86	10	8.40	33	8.12	32	0.23	1	17.50	63
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
053027	Southeastern LA University Lab School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	1.57	4	1.63	4	0.43	1	0.41	1	0.00	0	0.79	2
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
053028	Spring Creek Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	6.03	24	1.52	6	5.45	22	2.77	11	1.10	5	7.43	35
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053030	Tucker Memorial Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	6.68	45	3.45	24	1.74	12	3.80	25	5.28	34	1.15	8
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
053031	Vinyard, Martha, Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	12.86	95
	Suspended (Out of School)	21.61	137	13.85	82	14.29	97	17.84	137	18.66	156	5.14	38
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.39	3	0.00	0	0.00	0
053033	Woodland Park Early Learning Center												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.24	1	0.27	1	0.00	0	0.00	0	0.40	2	2.35	9
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
053034	Perrin Early Learning Center												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	1.72	5	2.87	12	4.23	16
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
053036	Hammond Westside Primary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	14.44	96
	Suspended (Out of School)	8.06	56	8.84	64	6.51	43	4.02	25	2.60	18	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
053037	Hammond Westside Upper Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	16.14	102
	Suspended (Out of School)	0.00	0	30.61	176	25.91	150	2.31	13	0.94	6	1.74	11
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.16	1	1.57	9	0.52	3	0.18	1	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053038	Hammond Eastside Primary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	15.70	73
	Suspended (Out of School)	11.15	70	6.15	35	4.13	23	0.00	0	1.19	6	1.72	8
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
053039	Hammond Eastside Upper Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	15.42	72
	Suspended (Out of School)	28.20	152	19.54	101	15.96	68	5.23	24	4.41	23	6.85	32
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.56	3	0.19	1	1.41	6	0.44	2	0.38	2	0.00	0
District (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.40	562
	Suspended (Out of School)	~	~	~	~	8.39	791	6.44	624	4.24	472	4.59	478
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.10	9	0.06	6	0.04	4	0.04	4
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	11.79	2,383
	Suspended (Out of School)	16.48	2,905	15.26	2,771	14.05	2,499	10.61	1,955	6.71	1,472	7.44	1,504
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.45	79	0.62	112	0.27	48	0.26	47	0.22	48	0.13	27
State¹ (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	2.17	8,584
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	4.26	16,806
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.01	34
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.08	311
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053010	Hammond Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	25.00	170
	Suspended (Out of School)	50.38	333	50.73	346	36.20	223	3.57	23	9.72	72	2.79	19
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	2.42	16	4.25	29	1.62	10	1.24	8	0.27	2	0.00	0
053013	Independence Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	28.18	124
	Suspended (Out of School)	31.96	109	22.96	90	27.12	99	21.15	70	0.89	4	1.82	8
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	1.17	4	1.53	6	0.82	3	0.30	1	0.00	0	0.00	0
053021	Nesom, Lucille, Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	10.28	62
	Suspended (Out of School)	12.57	70	13.37	75	4.99	22	3.60	16	7.00	43	3.81	23
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	2.32	13	1.13	5	1.35	6	0.33	2	0.00	0
053022	Ponchatoula Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	16.36	135
	Suspended (Out of School)	18.11	130	21.12	151	33.16	197	16.58	123	15.63	154	20.24	167
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	2.65	19	1.12	8	0.00	0	0.00	0	0.71	7	0.12	1
053032	West Side Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	23.87	184
	Suspended (Out of School)	31.31	279	9.93	89	6.72	54	0.26	2	0.48	4	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.22	2	1.00	9	0.75	6	0.00	0	0.84	7	0.78	6
053040	Loranger Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	13.21	81
	Suspended (Out of School)	14.01	81	16.51	88	9.89	55	8.03	48	0.31	2	4.24	26
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.56	3	0.00	0	0.00	0	0.15	1	1.14	7

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	19.77	750
	Suspended (Out of School)	~	~	~	~	20.49	650	8.62	282	6.75	277	6.40	243
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.76	24	0.46	15	0.46	19	0.37	14
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	11.79	2,383
	Suspended (Out of School)	16.48	2,905	15.26	2,771	14.05	2,499	10.61	1,955	6.71	1,472	7.44	1,504
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.45	79	0.62	112	0.27	48	0.26	47	0.22	48	0.13	27
State¹ (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	10.03	14,670
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	16.40	23,990
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.16	234
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.87	1,269
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053002	Amite High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	24.84	199
	Suspended (Out of School)	20.63	132	20.26	139	16.23	111	16.32	126	5.41	41	3.25	26
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.63	4	1.02	7	0.44	3	0.52	4	0.00	0	0.37	3
053009	Hammond High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.13	2
	Suspended (Out of School)	18.19	215	24.53	336	24.20	339	19.69	275	14.61	251	19.16	289
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.51	6	0.51	7	0.71	10	0.07	1	0.47	8	0.00	0
053012	Independence High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	17.63	134
	Suspended (Out of School)	48.74	251	40.00	228	25.22	175	28.84	212	15.51	125	21.71	165
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.58	3	0.53	3	0.29	2	1.22	9	0.87	7	0.00	0
053015	Kentwood High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	34.48	160
	Suspended (Out of School)	23.46	84	24.87	96	33.96	126	6.91	26	20.13	96	7.54	35
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.28	1	2.59	10	0.00	0	0.00	0	0.84	4	0.43	2
053017	Loranger High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	15.49	83
	Suspended (Out of School)	18.02	69	10.38	47	6.33	26	8.22	37	3.32	19	8.02	43
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.22	1	0.00	0	0.67	3	0.35	2	0.00	0
053024	Ponchatoula High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	25.97	416
	Suspended (Out of School)	14.01	177	12.04	165	10.27	146	19.34	298	7.76	135	9.68	155
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.16	2	0.29	4	0.00	0	0.39	6	0.23	4	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053029	Sumner, Jewel M., High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	12.01	80
	Suspended (Out of School)	15.27	84	14.70	87	18.87	100	13.20	73	8.75	60	11.41	76
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.73	4	0.34	2	0.00	0	0.54	3	0.00	0	0.60	4
053044	Tangipahoa Parish Magnet High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	10.17	35	0.59	2	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
District (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	16.78	1,071
	Suspended (Out of School)	~	~	~	~	20.39	1,058	19.20	1,049	10.74	723	12.27	783
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	0.29	15	0.48	26	0.37	25	0.14	9
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	11.79	2,383
	Suspended (Out of School)	16.48	2,905	15.26	2,771	14.05	2,499	10.61	1,955	6.71	1,472	7.44	1,504
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.45	79	0.62	112	0.27	48	0.26	47	0.22	48	0.13	27
State¹ (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	8.67	19,412
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	15.72	35,175
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.11	254
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.80	1,797
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Part 4. Student Achievement

Criterion-referenced Test (CRT) Results.....	4-1
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Criterion-referenced Test (CRT) Results

Educational tests such as criterion-referenced tests (CRTs) are, in one form or another, tests of academic achievement based on a pre-stated set of standards.

The CRTs administered in this state are part of the Louisiana Educational Assessment Program (LEAP) and are administered in April of each year to public school students at specified grade levels. For the secondary level, the CRT is the Graduation Exit Examination (GEE).

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). The Progress Profiles Program reports scores for all students taking the tests. This reflects the same reporting format used by the LEAP.

In Louisiana, CRTs provide a measure of the extent to which students meet state-established, grade-level skill requirements in the following subject areas:

- *Grades 3 and 5*—Language Arts and Mathematics,
- *Grade 7*—Language Arts and Mathematics, and
- *Secondary Level (GEE)*—English Language Arts, Mathematics, Written Composition, Science, and Social Studies.

Organization

Tables 7a - 7c provide CRT Results for Grades 3, 5, and 7, respectively, while Table 7d provides GEE test results for first-time GEE test takers. The tables present CRT results for each school in the district receiving a *Report Card*, with schools shown in school site code order. Also, comparison data are presented for the district and the state.

The tables reflect both the number of students taking the test and the percent of students who meet or exceed standards for the respective grade levels. Thus, the percent of students passing a specific test is the percent scoring at or above the performance standard that the state has set in that subject area.

Data Presentation: *School Report Cards*

The *1996-97 School Report Cards* present school, district, and state percent passing rates by grade level and subject area.

Definition

Criterion-referenced tests (CRTs)—tests that produce a score that tells how individuals/schools perform in achieving an established criteria; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

Data Source

The CRT indicator is based on student-level data tapes provided to the LDE by National Computer Systems, test contractor for the Louisiana Educational Assessment Program (LEAP).

Table 7a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053001	Amite Elementary School												
	Language Arts	84	171	83	138	86	133	85	131	85	136	94	112
	Mathematics	85	169	80	138	83	133	85	129	86	136	96	112
053003	Champ Cooper Elementary School												
	Language Arts	96	67	95	62	94	77	95	57	93	57	97	74
	Mathematics	91	67	100	62	86	77	95	56	96	56	97	74
053004	Chesbrough Elementary School												
	Language Arts	90	39	84	57	95	42	94	35	88	42	84	43
	Mathematics	95	39	84	57	100	42	97	35	98	42	81	43
053011	Independence Elementary School												
	Language Arts	90	88	88	91	92	95	90	87	81	84	79	89
	Mathematics	89	88	89	91	94	95	94	87	81	84	89	88
053014	Kentwood Elementary School												
	Language Arts	74	66	70	63	89	62	85	47	88	67	84	63
	Mathematics	84	64	79	63	92	62	89	47	82	67	89	64
053016	Loranger Elementary School												
	Language Arts	90	125	87	127	92	97	94	99	84	96	90	118
	Mathematics	91	125	94	127	97	97	99	99	88	96	94	118
053018	Midway Elementary School												
	Language Arts	93	82	~	~	~	~	~	~	~	~	~	~
	Mathematics	87	82	~	~	~	~	~	~	~	~	~	~
053020	Natalbany Elementary School												
	Language Arts	~	~	85	158	94	127	88	139	95	148	91	151
	Mathematics	~	~	90	158	91	127	87	138	95	148	87	151
053021	Nesom, Lucille, Middle School												
	Language Arts	77	53	~	~	~	~	~	~	~	~	~	~
	Mathematics	91	53	~	~	~	~	~	~	~	~	~	~
053025	Reeves, D. C. Elementary School												
	Language Arts	93	297	92	309	91	293	93	273	90	324	92	278
	Mathematics	93	290	90	308	90	292	93	271	91	323	91	278
053026	Roseland Elementary School												
	Language Arts	78	37	83	42	71	52	74	38	74	39	75	32
	Mathematics	81	37	88	42	78	51	76	38	82	39	75	32

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053027	Southeastern LA University Lab School												
	Language Arts	96	25	92	25	100	23	100	25	100	25	100	24
	Mathematics	96	25	88	25	100	23	100	25	100	25	100	24
053028	Spring Creek Elementary School												
	Language Arts	95	61	95	38	95	65	93	41	85	55	81	58
	Mathematics	97	61	97	38	92	65	93	41	87	55	83	58
053036	Hammond Westside Primary School												
	Language Arts	86	133	79	165	75	177	75	153	85	161	85	130
	Mathematics	84	133	73	165	74	177	73	153	78	161	82	130
053038	Hammond Eastside Primary School												
	Language Arts	81	143	79	136	69	130	67	126	69	108	63	115
	Mathematics	77	142	76	136	71	129	72	126	82	108	73	115
District													
	Language Arts	88	1,387	85	1,411	86	1,373	86	1,251	86	1,342	86	1,287
	Mathematics	88	1,375	86	1,410	86	1,370	87	1,245	87	1,340	88	1,287
State													
	Language Arts	92	58,145	91	56,847	91	57,518	90	55,985	90	58,218	91	56,926
	Mathematics	90	57,865	90	56,593	91	57,278	90	55,728	89	58,034	91	56,792

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053003	Champ Cooper Elementary School												
	Language Arts	100	53	100	58	98	65	99	72	97	77	95	64
	Mathematics	100	53	98	58	97	65	97	72	97	76	100	64
053004	Chesbrough Elementary School												
	Language Arts	91	23	87	45	95	44	100	53	90	51	87	52
	Mathematics	96	23	89	44	98	44	91	53	96	51	92	52
053013	Independence Middle School												
	Language Arts	90	73	87	68	83	64	89	61	79	82	78	83
	Mathematics	74	73	85	68	86	65	92	61	82	82	90	83
053014	Kentwood Elementary School												
	Language Arts	74	57	72	71	63	59	77	57	74	72	82	45
	Mathematics	88	57	69	71	61	59	84	57	79	72	96	45
053020	Natalbany Elementary School												
	Language Arts	87	79	90	115	89	121	89	143	86	142	86	147
	Mathematics	92	79	95	115	94	121	88	143	89	141	90	147
053021	Nesom, Lucille, Middle School												
	Language Arts	96	47	~	~	~	~	~	~	~	~	~	~
	Mathematics	85	47	~	~	~	~	~	~	~	~	~	~
053026	Roseland Elementary School												
	Language Arts	~	~	87	47	71	45	67	43	79	61	63	38
	Mathematics	~	~	87	47	58	45	74	42	75	61	82	38
053027	Southeastern LA University Lab School												
	Language Arts	96	24	100	27	100	24	100	23	100	25	96	25
	Mathematics	91	23	100	27	100	24	100	23	100	25	100	25
053028	Spring Creek Elementary School												
	Language Arts	97	38	96	50	94	52	95	39	92	60	89	55
	Mathematics	97	38	98	50	96	52	95	39	93	60	91	55
053031	Vinyard, Martha, Elementary School												
	Language Arts	94	244	94	262	88	289	95	312	94	311	92	298
	Mathematics	94	244	94	262	88	288	94	312	95	311	93	299
053032	West Side Middle School												
	Language Arts	83	181	89	135	89	124	86	119	83	122	77	124
	Mathematics	81	181	89	135	97	124	97	118	84	122	84	124

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053037	Hammond Westside Upper Elementary School												
	Language Arts	83	133	84	143	82	120	68	139	64	155	69	163
	Mathematics	84	133	78	144	79	120	65	139	71	154	76	164
053039	Hammond Eastside Upper Elementary School												
	Language Arts	82	129	83	120	82	112	73	115	70	119	75	110
	Mathematics	80	128	83	120	80	112	83	115	73	118	90	110
053040	Loranger Middle School												
	Language Arts	96	112	97	118	93	121	98	123	92	112	92	106
	Mathematics	96	112	100	117	96	121	99	122	96	112	92	106
District													
	Language Arts	89	1,193	89	1,259	87	1,240	87	1,299	84	1,390	84	1,317
	Mathematics	88	1,191	89	1,258	88	1,240	89	1,296	87	1,386	89	1,319
State													
	Language Arts	90	56,194	90	55,817	90	54,975	90	53,644	87	59,292	87	57,617
	Mathematics	90	56,114	90	55,725	91	54,885	91	53,564	89	59,183	89	57,637

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7c: Criterion-referenced Test (LEAP) Results - Grade 7
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053003	Champ Cooper Elementary School												
	Language Arts	96	46	96	57	96	56	98	65	96	78	100	79
	Mathematics	98	46	95	57	95	57	85	65	95	78	94	79
053010	Hammond Junior High School												
	Language Arts	82	247	83	237	81	229	77	242	76	253	72	237
	Mathematics	80	245	76	234	72	229	73	244	70	251	62	236
053013	Independence Middle School												
	Language Arts	92	77	85	65	84	62	88	69	91	74	89	75
	Mathematics	84	77	78	64	79	62	92	66	78	73	81	75
053015	Kentwood High School												
	Language Arts	72	69	81	54	89	57	88	69	66	61	70	69
	Mathematics	71	69	91	54	75	57	75	69	52	61	59	69
053020	Natalbany Elementary School												
	Language Arts	88	102	~	~	~	~	~	~	~	~	~	~
	Mathematics	83	101	~	~	~	~	~	~	~	~	~	~
053021	Nesom, Lucille, Middle School												
	Language Arts	96	49	93	114	93	117	91	107	87	130	85	154
	Mathematics	92	49	91	113	74	117	78	106	70	130	81	154
053022	Ponchatoula Junior High School												
	Language Arts	92	262	96	276	93	245	94	293	94	337	94	342
	Mathematics	92	261	92	277	87	242	85	293	85	336	90	346
053027	Southeastern LA University Lab School												
	Language Arts	100	25	100	22	100	23	93	27	100	26	100	27
	Mathematics	96	25	91	22	96	23	96	27	96	26	100	27
053029	Sumner, Jewel M., High School												
	Language Arts	95	75	95	85	99	77	96	93	94	114	95	110
	Mathematics	95	75	94	85	91	78	86	93	84	114	85	110
053032	West Side Middle School												
	Language Arts	87	177	82	198	87	172	93	168	89	167	84	167
	Mathematics	85	175	79	197	77	172	80	168	71	167	71	167
053040	Loranger Middle School												
	Language Arts	96	99	98	95	97	112	97	123	93	134	94	142
	Mathematics	96	99	96	95	96	112	94	123	84	134	92	142

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7c: Criterion-referenced Test (LEAP) Results - Grade 7
Percent of Students Passing and Number of Students Tested

	1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District												
Language Arts	89	1,228	90	1,203	90	1,150	90	1,259	88	1,379	87	1,423
Mathematics	87	1,222	86	1,198	82	1,149	82	1,257	78	1,375	80	1,425
State												
Language Arts	87	54,702	88	55,206	89	54,345	88	53,799	87	57,198	86	56,041
Mathematics	83	54,440	83	55,018	83	54,272	82	53,599	79	56,798	80	55,823

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053002	Amite High School												
	Language Arts	87	127	92	144	91	128	89	116	90	162	82	148
	Mathematics	82	127	79	144	76	128	82	115	80	163	71	147
	Written Composition	74	121	88	142	83	126	92	115	95	158	94	142
	Science	77	111	87	110	89	132	85	117	92	101	82	152
	Social Studies	78	111	82	111	84	132	93	116	94	101	84	153
053009	Hammond High School												
	Language Arts	92	187	93	220	92	243	87	263	86	282	85	226
	Mathematics	82	187	87	221	79	247	76	266	75	284	82	225
	Written Composition	84	179	93	215	90	247	97	260	95	277	93	221
	Science	89	161	86	181	91	172	83	202	75	217	78	227
	Social Studies	92	165	90	179	91	173	87	203	86	218	87	227
053012	Independence High School												
	Language Arts	88	106	90	114	87	106	86	129	87	106	82	130
	Mathematics	74	105	79	113	63	105	69	130	71	105	74	128
	Written Composition	80	104	92	114	90	104	94	126	91	106	92	129
	Science	89	102	93	89	88	104	87	92	74	115	87	107
	Social Studies	76	102	84	89	83	105	81	93	88	116	91	107
053015	Kentwood High School												
	Language Arts	70	44	85	41	82	39	70	50	76	38	70	43
	Mathematics	66	44	80	41	67	39	58	50	53	38	47	43
	Written Composition	50	44	100	39	85	39	96	50	95	37	100	42
	Science	74	42	76	41	93	42	97	36	75	40	81	36
	Social Studies	67	42	88	41	95	42	100	36	97	39	100	36
053017	Loranger High School												
	Language Arts	91	89	95	94	92	98	97	91	90	103	90	110
	Mathematics	88	91	84	94	90	97	88	91	81	102	79	109
	Written Composition	88	85	94	94	94	95	99	91	98	101	95	107
	Science	73	64	89	70	90	84	84	96	85	82	83	82
	Social Studies	86	63	95	73	89	84	89	96	90	82	93	82

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053024	Ponchatoula High School												
	Language Arts	95	249	97	298	98	295	96	270	94	351	93	285
	Mathematics	90	246	90	296	87	294	90	270	83	350	85	284
	Written Composition	91	240	98	296	97	290	99	266	99	341	97	278
	Science	94	195	92	225	96	276	92	279	91	253	91	308
	Social Studies	98	195	97	223	96	275	92	279	93	253	93	308
053029	Sunmer, Jewel M., High School												
	Language Arts	90	72	90	79	84	61	93	72	93	82	80	70
	Mathematics	87	71	80	79	69	61	79	71	83	82	89	70
	Written Composition	78	67	90	79	85	61	94	70	96	82	87	70
	Science	73	73	86	59	86	65	66	53	88	68	85	72
	Social Studies	79	73	90	60	88	65	85	53	91	69	90	72
053044	Tangipahoa Parish Magnet High School												
	Language Arts	40	15	56	18	41	22	60	20	43	14	42	24
	Mathematics	36	14	30	23	18	17	30	20	21	14	13	23
	Written Composition	67	6	60	15	58	12	93	14	83	6	54	13
	Science	33	21	52	27	73	11	54	13	60	15	67	15
	Social Studies	45	20	56	25	50	14	42	12	38	16	33	15
District													
	Language Arts	89	889	93	1,008	91	992	90	1,015	89	1,140	85	1,039
	Mathematics	83	885	83	1,011	78	988	79	1,017	78	1,140	77	1,032
	Written Composition	82	846	93	994	90	974	97	993	96	1,110	94	1,005
	Science	83	769	87	802	92	886	86	888	83	892	85	1,000
	Social Studies	85	771	90	801	90	890	89	888	89	895	89	1,001
State													
	Language Arts	90	40,524	91	41,775	89	41,673	88	43,743	86	45,492	84	45,342
	Mathematics	82	40,403	83	41,697	79	41,603	80	43,654	77	45,381	77	45,307
	Written Composition	84	39,266	91	40,947	90	40,806	95	42,663	93	44,283	93	43,983
	Science	87	35,387	86	35,820	90	37,264	85	36,977	82	39,927	82	40,423
	Social Studies	89	35,442	90	35,778	90	37,230	90	36,998	90	39,989	88	40,407

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Norm-referenced Test (NRT) Results

The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. From 1988 to 1992, Louisiana's NRT was the California Achievement Test (CAT), Form F; however, CAT/5 was adopted beginning with the 1992-93 school year with final administration having occurred in the spring of 1997.

Louisiana's NRT measures student performance in eight subject areas: reading, language, mathematics, word analysis, spelling, study skills, science, and social studies. A composite score (total battery) combining the individual subject area scores for reading, language, and mathematics is also computed for each student. The NRT data tables in the *School Report Cards* and *District Composite Reports* are based upon the total battery score.

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). Scores are reported for all students not requiring modification to the standardization administration procedures. This reflects the same reporting format used by the LEAP.

Organization

Tables 8a-8c present 1996-97 NRT results for Grades 4, 6, and 8, respectively. Test results are presented for all schools in the district receiving a *Report Card*, with schools listed in site code order. District, state, and national results are presented for comparison purposes.

Data are grouped as follows:

- *Quarter 4*—the percent of students who scored in the top 25% of students in the national norm group. If 32 of 100 students scored this high, Quarter 4 would read 32 percent.
- *Quarter 3*—the percent of students who scored between the 51st and the 75th national percentiles.
- *Quarter 2*—the percent of students who scored between the 26th and the 50th national percentile.
- *Quarter 1*—the percent of students who scored below the 26th national percentile.
- *Median National Percentile Rank*—"the point in a distribution of scores (ranked from the highest to lowest) at which half of the scores will fall above and half below." (Galfo, 1975, p. 114)

Data Presentation: *School Report Card*

The 1996-97 *School Report Cards* present median national percentile ranks at the school, district, state, and national levels.

Definition

Norm-referenced tests (NRTs) —tests that produce a score that tells how schools/individuals perform in comparison with other schools/individuals; LEAP NRT results (as reported by the *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

Data Source

The NRT indicator is based on student-level data tape were provided to the Louisiana Department of Education by CTB/McMillan/McGraw-Hill, test contractor for the CAT/5.

References

- Galfo, A. J. (1975). *Interpreting Educational Research*. Dubuque, Iowa: W. M. C. Brown Company Publishers.

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
053001	Amite Elementary School						
	Fourth Quarter	~	19.9	15.5	22.6	12.7	26.8
	Third Quarter	~	17.6	25.0	20.0	21.6	27.8
	Second Quarter	~	27.2	29.3	31.3	29.4	20.6
	First Quarter	~	35.3	30.2	26.1	36.3	24.7
	Median Percentile Rank	~	38.7	37.8	43.8	38.0	53.6
053003	Champ Cooper Elementary School						
	Fourth Quarter	~	29.8	27.9	34.7	45.2	54.0
	Third Quarter	~	28.1	31.1	37.5	32.3	28.0
	Second Quarter	~	24.6	32.8	18.1	9.7	12.0
	First Quarter	~	17.5	8.2	9.7	12.9	6.0
	Median Percentile Rank	~	54.0	58.3	66.0	72.0	79.5
053004	Chesbrough Elementary School						
	Fourth Quarter	~	2.2	8.3	17.1	16.2	45.0
	Third Quarter	~	19.6	16.7	17.1	29.7	37.5
	Second Quarter	~	52.2	45.8	28.6	35.1	10.0
	First Quarter	~	26.1	29.2	37.1	18.9	7.5
	Median Percentile Rank	~	35.0	37.7	38.0	43.5	70.5
053011	Independence Elementary School						
	Fourth Quarter	~	21.6	10.1	11.6	19.3	16.5
	Third Quarter	~	20.3	23.2	17.4	12.0	19.0
	Second Quarter	~	28.4	34.8	29.1	32.5	35.4
	First Quarter	~	29.7	31.9	41.9	36.1	29.1
	Median Percentile Rank	~	43.5	33.8	35.0	33.8	39.5
053014	Kentwood Elementary School						
	Fourth Quarter	~	3.1	6.6	3.3	13.6	8.3
	Third Quarter	~	12.5	13.1	8.3	6.8	16.7
	Second Quarter	~	31.3	37.7	26.7	45.5	22.9
	First Quarter	~	53.1	42.6	61.7	34.1	52.1
	Median Percentile Rank	~	23.4	27.0	21.8	31.0	25.8

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
053016	Loranger Elementary School						
	Fourth Quarter	~	17.3	21.5	27.5	25.3	27.1
	Third Quarter	~	15.5	26.4	20.9	22.0	16.5
	Second Quarter	~	31.8	24.0	35.2	20.9	27.1
	First Quarter	~	35.5	28.1	16.5	31.9	29.4
	Median Percentile Rank	~	36.0	48.7	48.8	47.0	44.0
053020	Natalbany Elementary School						
	Fourth Quarter	~	18.3	31.0	26.0	18.7	32.8
	Third Quarter	~	15.0	16.2	22.0	28.5	26.4
	Second Quarter	~	23.3	27.5	29.1	31.7	26.4
	First Quarter	~	43.3	25.4	22.8	21.1	14.4
	Median Percentile Rank	~	33.3	48.6	48.5	48.5	57.8
053025	Reeves, D. C. Elementary School						
	Fourth Quarter	~	25.4	30.5	31.6	28.9	33.3
	Third Quarter	~	24.4	26.9	28.7	27.4	24.7
	Second Quarter	~	24.4	22.4	24.5	26.6	24.7
	First Quarter	~	25.8	20.1	15.2	17.1	17.4
	Median Percentile Rank	~	50.2	55.1	60.1	58.3	58.5
053026	Roseland Elementary School						
	Fourth Quarter	~	0.0	11.6	7.8	9.7	13.3
	Third Quarter	~	14.6	11.6	13.7	9.7	20.0
	Second Quarter	~	36.6	18.6	33.3	19.4	30.0
	First Quarter	~	48.8	58.1	45.1	61.3	36.7
	Median Percentile Rank	~	29.0	22.0	28.6	20.0	40.7
053027	Southeastern LA University Lab School						
	Fourth Quarter	~	83.3	75.0	58.3	78.3	54.5
	Third Quarter	~	12.5	12.5	16.7	21.7	40.9
	Second Quarter	~	4.2	12.5	25.0	0.0	4.5
	First Quarter	~	0.0	0.0	0.0	0.0	0.0
	Median Percentile Rank	~	89.5	88.0	79.0	89.5	80.5

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
053028	Spring Creek Elementary School						
	Fourth Quarter	~	25.0	20.6	24.6	17.9	40.9
	Third Quarter	~	30.8	23.5	19.7	38.5	22.7
	Second Quarter	~	32.7	35.3	31.1	30.8	25.0
	First Quarter	~	11.5	20.6	24.6	12.8	11.4
	Median Percentile Rank	~	54.5	48.6	44.0	51.5	60.0
053037	Hammond Westside Upper Elementary School						
	Fourth Quarter	~	4.8	6.3	5.3	8.0	15.7
	Third Quarter	~	27.0	11.8	16.7	13.0	17.6
	Second Quarter	~	31.7	31.3	28.7	28.3	28.7
	First Quarter	~	36.5	50.7	49.3	50.7	38.0
	Median Percentile Rank	~	36.8	25.0	28.0	25.5	31.9
053039	Hammond Eastside Upper Elementary School						
	Fourth Quarter	~	9.5	8.7	3.8	2.7	13.2
	Third Quarter	~	19.0	9.6	15.2	14.2	17.9
	Second Quarter	~	35.3	30.4	28.6	29.2	28.3
	First Quarter	~	36.2	51.3	52.4	54.0	40.6
	Median Percentile Rank	~	33.4	24.8	24.3	23.5	38.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
District							
	Fourth Quarter	~	18.1	20.5	20.7	20.3	27.9
	Third Quarter	~	20.6	20.4	21.3	21.8	23.2
	Second Quarter	~	29.0	28.2	28.0	27.3	24.8
	First Quarter	~	32.3	30.9	29.9	30.6	24.2
	Median Percentile Rank	~	40.6	40.8	42.9	42.2	51.5
State							
	Fourth Quarter	~	26.2	27.3	28.1	28.7	29.2
	Third Quarter	~	25.0	24.9	25.1	25.3	25.6
	Second Quarter	~	26.2	25.4	25.1	24.6	24.6
	First Quarter	~	22.7	22.4	21.7	21.4	20.6
	Median Percentile Rank	~	51.4	52.4	53.2	53.9	54.5
Nation							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	Median Percentile Rank	~	50.0	50.0	50.0	50.0	50.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
053003	Champ Cooper Elementary School						
	Fourth Quarter	~	31.4	26.9	31.3	28.1	29.9
	Third Quarter	~	31.4	26.9	29.7	33.3	34.3
	Second Quarter	~	25.5	31.3	26.6	31.6	26.9
	First Quarter	~	11.8	14.9	12.5	7.0	9.0
	Median Percentile Rank	~	63.5	52.0	59.0	57.8	59.0
053004	Chesbrough Elementary School						
	Fourth Quarter	~	11.5	4.8	4.4	5.6	14.0
	Third Quarter	~	23.1	11.9	13.3	2.8	27.9
	Second Quarter	~	26.9	61.9	42.2	58.3	25.6
	First Quarter	~	38.5	21.4	40.0	33.3	32.6
	Median Percentile Rank	~	37.7	37.0	29.0	30.0	38.7
053013	Independence Middle School						
	Fourth Quarter	~	4.4	12.7	6.3	3.6	15.4
	Third Quarter	~	13.2	18.2	21.9	19.6	15.4
	Second Quarter	~	36.8	32.7	26.6	32.1	33.8
	First Quarter	~	45.6	36.4	45.3	44.6	35.4
	Median Percentile Rank	~	30.3	40.5	27.3	33.0	39.3
053014	Kentwood Elementary School						
	Fourth Quarter	~	0.0	1.5	2.0	2.4	0.0
	Third Quarter	~	10.0	4.6	13.7	14.3	5.0
	Second Quarter	~	32.0	24.6	19.6	38.1	20.0
	First Quarter	~	58.0	69.2	64.7	45.2	75.0
	Median Percentile Rank	~	21.0	18.8	18.5	27.0	14.7
053021	Nesom, Lucille, Middle School						
	Fourth Quarter	~	15.2	10.9	11.6	18.8	23.8
	Third Quarter	~	20.8	18.2	20.7	20.3	23.0
	Second Quarter	~	34.4	33.6	33.1	22.6	29.4
	First Quarter	~	29.6	37.3	34.7	38.3	23.8
	Median Percentile Rank	~	40.5	34.9	34.3	34.0	47.4

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
053026	Roseland Elementary School						
	Fourth Quarter	~	~	4.5	0.0	9.5	8.7
	Third Quarter	~	~	13.6	2.9	11.9	23.9
	Second Quarter	~	~	38.6	25.7	21.4	47.8
	First Quarter	~	~	43.2	71.4	57.1	19.6
	Median Percentile Rank	~	~	29.0	20.8	21.3	41.2
053027	Southeastern LA University Lab School						
	Fourth Quarter	~	42.9	30.8	50.0	50.0	69.2
	Third Quarter	~	19.0	38.5	34.6	33.3	15.4
	Second Quarter	~	28.6	23.1	15.4	12.5	15.4
	First Quarter	~	9.5	7.7	0.0	4.2	0.0
	Median Percentile Rank	~	71.0	67.0	75.3	78.5	82.7
053028	Spring Creek Elementary School						
	Fourth Quarter	~	40.0	15.2	30.0	9.3	32.3
	Third Quarter	~	22.9	26.1	40.0	41.9	30.6
	Second Quarter	~	34.3	30.4	16.0	41.9	25.8
	First Quarter	~	2.9	28.3	14.0	7.0	11.3
	Median Percentile Rank	~	61.0	43.0	60.0	51.0	60.3
053031	Vinyard, Martha, Elementary School						
	Fourth Quarter	~	17.6	19.4	16.5	30.3	25.6
	Third Quarter	~	29.1	27.0	29.1	25.4	28.7
	Second Quarter	~	38.3	33.3	32.4	29.0	28.7
	First Quarter	~	15.0	20.2	21.9	15.3	17.1
	Median Percentile Rank	~	48.5	47.0	48.0	57.6	54.7
053032	West Side Middle School						
	Fourth Quarter	~	13.9	15.8	13.2	5.0	15.9
	Third Quarter	~	15.1	15.0	17.4	21.8	21.5
	Second Quarter	~	21.7	27.8	33.9	26.9	31.8
	First Quarter	~	49.4	41.4	35.5	46.2	30.8
	Median Percentile Rank	~	26.8	33.3	37.3	30.3	36.2

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
053037	Hammond Westside Upper Elementary School						
	Fourth Quarter	~	3.4	4.0	3.6	7.0	8.3
	Third Quarter	~	11.0	8.8	19.1	8.8	14.8
	Second Quarter	~	37.7	28.8	30.0	30.7	44.4
	First Quarter	~	47.9	58.4	47.3	53.5	32.4
	Median Percentile Rank	~	26.0	21.6	26.6	23.6	36.2
053039	Hammond Eastside Upper Elementary School						
	Fourth Quarter	~	9.5	4.6	9.8	6.4	7.8
	Third Quarter	~	14.7	14.8	20.7	12.8	18.9
	Second Quarter	~	41.4	40.7	41.3	28.7	32.2
	First Quarter	~	34.5	39.8	28.3	52.1	41.1
	Median Percentile Rank	~	32.0	30.6	37.2	24.8	33.4
053040	Loranger Middle School						
	Fourth Quarter	~	16.5	12.5	12.2	20.5	24.0
	Third Quarter	~	17.4	16.4	25.2	19.7	33.7
	Second Quarter	~	38.3	34.4	35.7	36.9	26.0
	First Quarter	~	27.8	36.7	27.0	23.0	16.3
	Median Percentile Rank	~	39.8	34.3	39.6	41.7	54.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
District							
	Fourth Quarter	~	14.1	12.7	13.5	17.2	20.1
	Third Quarter	~	19.0	18.3	23.2	20.6	23.9
	Second Quarter	~	34.2	33.3	31.3	30.4	30.5
	First Quarter	~	32.6	35.6	32.0	31.9	25.5
	Median Percentile Rank	~	37.5	35.0	39.5	39.7	45.4
State							
	Fourth Quarter	~	18.4	19.1	19.9	20.3	20.8
	Third Quarter	~	23.0	23.6	24.0	23.9	24.6
	Second Quarter	~	31.2	30.3	29.4	29.6	29.3
	First Quarter	~	27.5	27.0	26.7	26.1	25.3
	Median Percentile Rank	~	43.3	44.7	45.4	45.8	46.7
Nation							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	Median Percentile Rank	~	50.0	50.0	50.0	50.0	50.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Norm-referenced Test (NRT) Results - Grade 8
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
053003	Champ Cooper Elementary School						
	Fourth Quarter	~	~	~	~	~	39.0
	Third Quarter	~	~	~	~	~	18.6
	Second Quarter	~	~	~	~	~	32.2
	First Quarter	~	~	~	~	~	10.2
	Median Percentile Rank	~	~	~	~	~	57.0
053010	Hammond Junior High School						
	Fourth Quarter	~	~	~	~	~	4.5
	Third Quarter	~	~	~	~	~	13.9
	Second Quarter	~	~	~	~	~	34.1
	First Quarter	~	~	~	~	~	47.5
	Median Percentile Rank	~	~	~	~	~	30.0
053013	Independence Middle School						
	Fourth Quarter	~	~	~	~	~	15.6
	Third Quarter	~	~	~	~	~	29.7
	Second Quarter	~	~	~	~	~	29.7
	First Quarter	~	~	~	~	~	25.0
	Median Percentile Rank	~	~	~	~	~	46.3
053015	Kentwood High School						
	Fourth Quarter	~	~	~	~	~	6.7
	Third Quarter	~	~	~	~	~	11.1
	Second Quarter	~	~	~	~	~	20.0
	First Quarter	~	~	~	~	~	62.2
	Median Percentile Rank	~	~	~	~	~	20.0
053021	Nesom, Lucille, Middle School						
	Fourth Quarter	~	~	~	~	~	22.7
	Third Quarter	~	~	~	~	~	32.0
	Second Quarter	~	~	~	~	~	23.7
	First Quarter	~	~	~	~	~	21.6
	Median Percentile Rank	~	~	~	~	~	52.7

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Norm-referenced Test (NRT) Results - Grade 8
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
053022	Ponchatoula Junior High School						
	Fourth Quarter	~	~	~	~	~	28.7
	Third Quarter	~	~	~	~	~	31.0
	Second Quarter	~	~	~	~	~	23.5
	First Quarter	~	~	~	~	~	16.8
	Median Percentile Rank	~	~	~	~	~	59.0
053027	Southeastern LA University Lab School						
	Fourth Quarter	~	~	~	~	~	68.0
	Third Quarter	~	~	~	~	~	20.0
	Second Quarter	~	~	~	~	~	8.0
	First Quarter	~	~	~	~	~	4.0
	Median Percentile Rank	~	~	~	~	~	86.0
053029	Sumner, Jewel M., High School						
	Fourth Quarter	~	~	~	~	~	23.3
	Third Quarter	~	~	~	~	~	26.7
	Second Quarter	~	~	~	~	~	29.1
	First Quarter	~	~	~	~	~	20.9
	Median Percentile Rank	~	~	~	~	~	50.7
053032	West Side Middle School						
	Fourth Quarter	~	~	~	~	~	10.4
	Third Quarter	~	~	~	~	~	16.9
	Second Quarter	~	~	~	~	~	36.4
	First Quarter	~	~	~	~	~	36.4
	Median Percentile Rank	~	~	~	~	~	33.0
053040	Loranger Middle School						
	Fourth Quarter	~	~	~	~	~	24.4
	Third Quarter	~	~	~	~	~	36.1
	Second Quarter	~	~	~	~	~	26.9
	First Quarter	~	~	~	~	~	12.6
	Median Percentile Rank	~	~	~	~	~	57.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Norm-referenced Test (NRT) Results - Grade 8
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
District							
	Fourth Quarter	~	~	~	~	~	20.0
	Third Quarter	~	~	~	~	~	24.3
	Second Quarter	~	~	~	~	~	27.9
	First Quarter	~	~	~	~	~	27.8
	Median Percentile Rank	~	~	~	~	~	45.3
State							
	Fourth Quarter	~	~	~	~	~	24.2
	Third Quarter	~	~	~	~	~	26.4
	Second Quarter	~	~	~	~	~	28.5
	First Quarter	~	~	~	~	~	20.8
	Median Percentile Rank	~	~	~	~	~	51.0
Nation							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	Median Percentile Rank	~	50.0	50.0	50.0	50.0	50.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Part 5. College Readiness

American College Test (ACT) Results	5-1
First-Time Freshman Performance.....	5-3

American College Test (ACT) Results

Scores on the American College Test (ACT) are widely used as an indicator of student preparedness for college. Most Louisiana public colleges and universities require that entering students take the ACT for admissions or placement purposes.

Organization

Table 9, American College Test (ACT) Results, presents average composite scores for graduating seniors for each school in the district receiving a *School Report Card*. Schools are shown in school site code order. Comparison data are presented for the district (public schools only), the state (public and nonpublic schools combined), and the nation (public and nonpublic schools combined).

The ACT results shown include test scores for 1) twelfth graders who took the test in the current year and 2) twelfth graders who took the test as eleventh graders and elected not to retake it as seniors. If a student took the test in both the eleventh and twelfth grades, only the twelfth grade score has been included.

Data Presentation: *School Report Card*

A college readiness indicator that includes ACT information is presented on the *1996-97 School Report Cards* of those schools that have a twelfth grade. The *Report Cards* present 1996-97 average ACT composite scores at the school, district, state, and national levels.

Method of Calculation

The ACT composite score is an average score based on the scores for the four ACT assessment tests (English, mathematics, reading, and science reasoning). The composite score, which ranges from 1 to 36, is a measure of the student's general educational development across these four subject areas.

Data Source

The ACT indicator is based on student-level data supplied to the LDE by the testing contractor, American College Testing.

References

Franklin, B.J., and Crone, L.J., (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

LDE researchers have found the ACT performance of Louisiana students correlates highly with their performance on LEAP (CRT and NRT) tests. Further, those districts with the highest percentage of students taking the ACT have the highest ACT scores. This finding tends to dispute a widely-held assumption that the higher the percentage of students taking the ACT, the lower the average score (Franklin and Crone, 1993).

Table 9: American College Test (ACT) Results
Average Composite Scores

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
053002 Amite High School	18.0	18.6	18.6	17.7	18.0	17.3
053009 Hammond High School	19.3	19.2	18.4	19.2	18.0	18.2
053012 Independence High School	19.1	17.6	17.4	17.2	18.0	17.7
053015 Kentwood High School	16.8	14.6	15.0	16.0	17.1	14.9
053017 Loranger High School	18.7	19.9	19.4	18.6	19.1	20.1
053024 Ponchatoula High School	19.8	20.2	19.6	20.1	20.0	21.4
053029 Sumner, Jewel M., High School	17.6	17.1	18.2	18.4	17.2	17.5
053044 Tangipahoa Parish Magnet High School	~	14.0	18.0	15.0	13.0	~
District (Public)	19.0	18.9	18.5	18.9	18.7	19.0
State (Public and Nonpublic)	19.4	19.5	19.4	19.4	19.4	19.4
Nation (Public and Nonpublic)	20.6	20.7	20.8	20.8	20.9	21.0

~ = Unavailable Data

First-Time Freshman Performance

The number of freshmen who enroll in remedial courses during their first semester of college is one measure of the extent to which high school graduates are prepared for college.

Since 1987, the Louisiana Board of Regents has collected and reported information on the number of Louisiana high school graduates who enroll in Louisiana colleges and universities the following fall and enroll in remedial/developmental courses. The 1993 Legislature, believing that parents should have access to this information, enacted legislation mandating that this first-time college freshmen data be incorporated into the *Progress Profiles*.

Organization

Table 10, First-time College Freshmen Performance, presents the number and percent of students who 1) graduated from *Report Card* schools and 2) enrolled as first-time freshmen during the following fall semester at any of the state's two- and four-year public and private universities. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one remedial course during their first regular semester of college study.

Data Presentation: *School Report Card*

The college readiness indicator that includes first-time college freshmen information is presented on the 1996-97 *School Report Cards* of schools that have a twelfth grade.

Note: The first-time college freshmen data reported on 1996-97 School Report Cards represent information on 1995-96 high school graduates.

Definitions

- *First-time college freshman*—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours of credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

Formula Used to Calculate First-time College Freshmen Percentages

$$\frac{\text{Percent of High School Graduates Who Were First-time College Freshmen}}{\text{Total Number of High School Graduates}} = \frac{\text{Number of First-time College Freshmen}}{\text{Total Number of High School Graduates}} \times 100$$

$$\frac{\text{Percent of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} = \frac{\text{Number of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} \times 100$$

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- *Graduate*—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.
 - *Remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are enrolled part time or full time) but do not carry degree credit.

Method of Calculation

The two formulas used in calculating the first-time college freshmen indicator are presented on the preceding page. The percent of high school graduates who become first-time college freshmen is calculated for public school graduates who attend in-state public colleges and universities.

Data Sources

The first-time college freshmen indicator is based on data submitted to the LDE by Louisiana public and private universities to LDE in compliance with La. R.S. 17:3912 (since repealed).

Table 10
First-time College Freshmen Performance

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
053002 Amite High School													
	Number of High School Graduates ¹		~		104		107		98		120		105
	HS Graduates Who Were First-time College Freshmen	~	~	36.54	38	27.10	29	41.84	41	43.33	52	30.48	32
	First-time Freshmen Enrolled in College Remedial Courses	~	~	44.74	17	48.28	14	43.90	18	46.15	24	50.00	16
053009 Hammond High School													
	Number of High School Graduates ¹		~		170		157		181		211		213
	HS Graduates Who Were First-time College Freshmen	~	~	43.53	74	44.59	70	46.41	84	48.82	103	43.19	92
	First-time Freshmen Enrolled in College Remedial Courses	~	~	54.05	40	54.29	38	53.57	45	46.60	48	52.17	48
053012 Independence High School													
	Number of High School Graduates ¹		~		82		92		89		103		~
	HS Graduates Who Were First-time College Freshmen	~	~	31.71	26	29.35	27	37.08	33	27.18	28	~	~
	First-time Freshmen Enrolled in College Remedial Courses	~	~	30.77	8	51.85	14	48.48	16	64.29	18	~	~
053015 Kentwood High School													
	Number of High School Graduates ¹		~		28		46		49		40		32
	HS Graduates Who Were First-time College Freshmen	~	~	17.86	5	10.87	5	12.24	6	25.00	10	34.38	11
	First-time Freshmen Enrolled in College Remedial Courses	~	~	40.00	2	100.00	5	16.67	1	50.00	5	63.64	7
053017 Loranger High School													
	Number of High School Graduates ¹		~		52		57		78		73		78
	HS Graduates Who Were First-time College Freshmen	~	~	42.31	22	33.33	19	26.92	21	34.25	25	39.74	31
	First-time Freshmen Enrolled in College Remedial Courses	~	~	77.27	17	42.11	8	52.38	11	60.00	15	61.29	19
053024 Ponchatoula High School													
	Number of High School Graduates ¹		~		199		192		206		262		234
	HS Graduates Who Were First-time College Freshmen	~	~	36.68	73	41.67	80	36.89	76	45.42	119	46.15	108
	First-time Freshmen Enrolled in College Remedial Courses	~	~	36.99	27	45.00	36	48.68	37	39.50	47	34.26	37
053029 Sumner, Jewel M., High School													
	Number of High School Graduates ¹		~		50		62		52		61		64
	HS Graduates Who Were First-time College Freshmen	~	~	20.00	10	19.35	12	28.85	15	34.43	21	17.19	11
	First-time Freshmen Enrolled in College Remedial Courses	~	~	70.00	7	75.00	9	40.00	6	57.14	12	45.45	5
053044 Tangipahoa Parish Magnet High School													
	Number of High School Graduates ¹		~		27		22		23		25		~
	HS Graduates Who Were First-time College Freshmen	~	~	0.00	0	0.00	0	0.00	0	4.00	1	~	~
	First-time Freshmen Enrolled in College Remedial Courses	~	~	0.00	0	0.00	0	0.00	0	100.00	1	~	~

¹ Represents graduates from the previous school year.

~ = Unavailable data

Table 10
First-time College Freshmen Performance

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Public)													
	Number of High School Graduates ¹		~		712		735		776		895		726
	HS Graduates Who Were First-time College Freshmen	~	~	34.83	248	32.93	242	35.57	276	40.11	359	39.25	285
	First-time Freshmen Enrolled in College Remedial Courses	~	~	47.58	118	51.24	124	48.55	134	47.35	170	46.31	132
State (Public)													
	Number of High School Graduates ¹		~		33,593		33,772		34,937		36,275		36,407
	HS Graduates Who Were First-time College Freshmen	~	~	38.66	12,986	44.15	14,912	40.30	14,079	40.27	14,608	37.62	13,697
	First-time Freshmen Enrolled in College Remedial Courses	~	~	53.70	6,973	55.00	8,201	47.77	6,726	48.64	7,106	49.93	6,839

¹ Represents graduates from the previous school year.

~ = Unavailable data

aggregate days attendance—the sum of the total number of days that students are *present* at the school site over the course of the school year.

aggregate days membership—the sum of the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.

class—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

combination school category—any school whose grade structure falls within the range PK-12 and is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and grades in the 9-12 range. Examples would include grade configurations such as K-12, K-3, 9-12, 4-6, and 9-12.

criterion-referenced test (CRT)—tests that produce a score that tells how individuals/schools perform in achieving an established criterion; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

cumulative enrollment—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.

day of attendance—a student is considered in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.

“Students who meet the above criteria and are present at the school site for 26-50% of the student’s instructional day shall be credited with a half day’s attendance. Those who meet the above

criteria and are present for at least 51% of the student’s instructional day are credited with a whole day’s attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (Bulletin 741)

dropout—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. A school completer is an individual who has graduated from high school or completed a state- or district-approved education program.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

elementary school category—any school whose grade structure falls within the range PK-8 and excludes grades 9-12.

faculty—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant principals, guidance counselors, librarians, and other instructional staff (provided they teach at least one course).

first-time college freshman—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

graduate—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.

high school category—any school whose grade structure falls within the range 6-12 and includes grades 10-12, or any school that contains only grade 9.

in-school expulsion—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.

in-school suspension—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.

median national percentile rank—for the school, district, or state is determined by ordering all scores from high to low and selecting the middle rank. This shows the percentage of the national norm group that scored below the middle score.

middle/junior high category—any school whose grade structure falls within the range 4-9, includes grades 7 or 8 and excludes grades, PK-3 and 10-12.

norm-referenced test (NRT)—tests that produce a score that tells how individuals/schools perform in comparison with other individuals/schools; LEAP NRT results (as reported by *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

October 1 membership—total number of students enrolled in a school on October 1, which is operationally defined by NCES as the first day of the academic school year.

out-of-school expulsion—removal (exit) of a student from school for a determined number of days with no provision of instructional services.

out-of-school suspension—student is temporarily prohibited from participation in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

percent of student attendance—the ratio of aggregate days student attendance to aggregate days membership.

remedial course—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are part-time or full-time) but do not carry degree credit.